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SAINT AUGUSTINE'S COLLEGE  
RALEIGH, NC

2002 - 2004  
COLLEGE CATALOG



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## President's Message

*As President of Saint Augustine's College, it is my great pleasure to welcome you to the Falcon Family. Everywhere you turn on campus there is excitement, achievement, growth and development. We offer many exciting academic programs including majors in computer science, computer information systems, education, pre-med, criminal justice and community economics development as well as concentrations in broadcasting, journalism, and film production. Our Gateway Program for non-traditional students offers a major in organizational management. Regardless of whether you choose a major in the Division of Business, Education, Liberal and Interdisciplinary Studies, Natural Sciences and Mathematics; or Social Sciences; you will receive an education second to none. I look forward to extending to you your diploma, signifying your successful completion of graduation requirements.*

*As a member of the Saint Augustine's College community, you will be able to take advantage of the new health and wellness facilities in Taylor Hall including state-of-the-art aerobic and strength equipment. You will undoubtedly share in the excitement of a winning athletic program as we look forward to the next Olympic track and field stars from Saint Augustine's nationally ranked and internationally renowned track program and the 2002 inaugural football season. You will join the tradition and spirit of the oldest athletic conference in the United States, the Central Intercollegiate Athletic Association (CIAA). Your opportunities for study abroad will be numerous and varied. You will enjoy the harmony of our nationally recognized Chapel and Gospel Choir. You may be one of the first student entrepreneurs to start your business in the Saint Augustine's College and Shaw University business incubator.*

*Our goal at Saint Augustine's College is to develop the highest potential in every student and to prepare them for leadership in their chosen disciplines and change agents in their communities. Your development will include a focus on the ethical considerations of your personal character and professional behaviors. On behalf of the faculty and staff, alumni and students at Saint Augustine's College, I am pleased to invite you to come soar with the Falcons.*

*Dianne Boardley Suber  
President*



**SAINT AUGUSTINE'S COLLEGE**  
**Academic Calendar for 2002-2003**

**FALL SEMESTER 2002 ♦**

August	11-18	Sun.-Sun.	Freshman Studies Orientation
August	12-16	Mon.-Fri.	Faculty and Staff Professional Development Week
August	15	Thurs.	Arrival of Late *Freshman, Transfer, and Readmitted Students
August	16	Fri.	Registration of All First Year Students
August	19-21	Mon.-Wed.	Registration for Returning Students
August	22	Thurs.	Classes Begin and Late Registration Charges Begin
August	30	Fri.	Last Day to Add or Drop a Course and Last Day to Register
September	2	Mon.	Labor Day Holiday (No Classes)
September	22	Sun.	Fall Convocation
October	7-10	Mon.-Thurs.	Mid-Term Examinations
October	11	Fri.	Mid-Term Progress Reports Due in the Registrar's Office by 4:00 p.m.
October	11-14	Fri.-Mon.	Fall Break
October	15	Tues.	Classes Resume at 8:00 a.m.
October	18	Fri.	Candidacy Forms for Graduating Seniors Due in the Registrar's Office by 4:00 p.m.
October	19	Sat	Homecoming
October 21 - Nov. 1		Mon-Fri	(2 weeks) General Pre-Registration/Student Advisement for Registration for the Spring Semester
October	25	Fri	Last Day to Withdraw from a Course
October	25	Fri	Last Day for Removal/Conversion of Incompletes/To Change Grades from Last Semester
November	22	Fri	Last Day to Withdraw from School for the Semester
November	27	Wed	Thanksgiving Recess (After Classes)
December	2	Mon	Classes Resume at 8:00 a.m.
December	5	Thurs	Last Day of Classes
December	6	Fri	Reading Day
December	9-13	Mon-Fri	Final Semester Examinations
December	13	Fri	Christmas Recess (After Classes)
December	20	Fri	Staff - Christmas Recess

♦ **SUBJECT TO MODIFICATION**

Revised 6/02

- Freshman students who did not attend the Freshman Studies Orientation

**SPRING SEMESTER 2003 ♦**

January	2-3	Thurs.-Fri.	Faculty and Staff Professional Development Week
January	3	Fri.	Arrival of New Students
January	4	Sat.	Registration of New Students
January	6-7	Mon.-Tues.	Registration for Returning Students
January	8	Wed.	Classes Begin and Late Registration Charges Begin
January	17	Fri.	Last Day to Add or Drop a Course and Last Day to Register
January	20	Mon.	Observance of Dr. Martin Luther King, Jr. Birthday
January	25-26	Sat.-Sun.	Founders' Day Observances
March	3-6	Mon.- Thur.	Mid-Term Examinations
March	7	Fri.	Mid-Term Progress reports Due in the Registrar's Office by 4:00 p.m.
March	10-14	Mon.-Fri.	Spring Break
March	17	Mon.	Classes Resume at 8:00 a.m.
March	17-28	Mon.-Fri.	(2 weeks) General Pre-Registration/Student Advisement for Registration for the Fall Semester
March	21	Fri.	Last Day to Withdraw from a Course
March	21	Fri.	Last Day for Removal/Conversion of Incompletes/To Change Grades from last Semester
April	18	Fri.	Good Friday (No Classes)
April	25	Fri.	Last Day To Withdraw From School For The Semester
April 30 - May 1		Wed.-Thurs.	Final Examinations for SENIORS
May	1	Thurs.	Last Day of Classes
May	2	Fri.	Senior Grades Due in the Registrar's Office by 4:00 p.m.
May	5-9	Mon.-Fri.	Final Semester Examinations
May	9	Fri.	ROTC Commissioning
May	10	Sat.	Commencement
May	12	Mon.	Staff Awards Brunch
May	12-16	Mon.-Fri.	Post Faculty and Staff Professional Development Week
May	26	Mon.	Memorial Day Observance
May	27	Tues.	Session I - Summer School Registration
May	28	Wed.	Summer School Classes Begin
June	24	Tues.	Session I - Summer School Ends
June	25	Wed.	Session II - Summer School Registration
June	26	Thurs.	Summer School Classes Begin
July	4	Fri.	Independence Day
July	23	Wed.	Session II - Summer School Ends

♦ **SUBJECT TO MODIFICATION**

**SAINT AUGUSTINE'S COLLEGE**  
**Academic Calendar 2003-2004**

**FALL SEMESTER 2003 ♣**

August	10-17	Sun.-Sun.	Freshman Studies Orientation
August	11-15	Mon.-Fri.	Faculty and Staff Professional Development Week
August	14	Thurs.	Arrival of Late *Freshman, Transfer, and Readmitted Students
August	15	Fri.	Registration of All First Year Students
August	18-20	Mon.-Wed.	Registration for Returning Students
August	21	Thurs.	Classes Begin and Late Registration Charges Begin
August	29	Fri.	Last Day to Add or Drop a Course and Last Day to Register
September	1	Mon.	Labor Day Holiday (No Classes)
September	21	Sun.	Fall Convocation
October	6-9	Mon.-Thurs.	Mid-Term Examinations
October	10	Fri.	Mid-Term Progress Reports Due in the Registrar's Office by 4:00 p.m.
October	10-13	Fri.-Mon	Fall Break
October	14	Tues.	Classes Resume at 8:00 a.m.
October	17	Fri.	Candidacy Forms for Graduating Seniors Due in the Registrar's Office by 4:00 p.m.
October	18	Sat.	Homecoming
October	20-31	Mon.-Fri.	(2 weeks) General Pre-Registration/Student Advisement for Registration for the Spring Semester
October	24	Fri.	Last Day to Withdraw from a Course
October	24	Fri.	Last Day for Removal/Conversion of Incompletes/To Change Grades from Last Semester
November	21	Fri.	Last Day to Withdraw from School for the Semester
November	26	Wed.	Thanksgiving Recess (After Classes)
December	1	Mon.	Classes Resume at 8:00 a.m.
December	4	Thurs.	Last Day of Classes
December	5	Fri.	Reading Day
December	8-12	Mon.-Fri.	Final Semester Examinations
December	12	Fri.	Christmas Recess (After Classes)
December	19	Fri.	Staff - Christmas Recess

♣ **SUBJECT TO MODIFICATION**

Revised 6/02

- Freshman students who did not attend the Freshman Studies Orientation



## SPRING SEMESTER 2004 ♣

January	2-5	Fri./Mon.	Faculty and Staff Professional Development Week
January	2	Fri.	Arrival of New Students
January	3	Sat	Registration of New Students
January	5-6	Mon.-Tues.	Registration for Returning Students
January	7	Wed	Classes Begin and Late Registration Charges Begin
January	16	Fri.	Last Day to Add or Drop a Course and Last Day to Register
January	19	Mon.	Observance of Dr. Martin Luther King, Jr. Birthday
January	24-25	Sat.-Sun.	Founders' Day Observances
March	1-4	Mon.-Thurs.	Mid-Term Examinations
March	5	Fri.	Mid-Term Progress Reports Due in the Registrar's Office by 4:00 p.m.
March	8-12	Mon.-Fri.	Spring Break
March	15	Mon.	Classes Resume at 8:00 a.m.
March	15-26	Mon.-Fri.	(2 weeks) General Pre-Registration/Student Advisement for Registration for the Fall Semester
March	19	Fri.	Last Day to Withdraw from a Course
March	19	Friday	Last Day for Removal/Conversion of Incompletes/To Changes Grades from Last Semester
April	9	Fri.	Good Friday (No Classes)
April	23	Fri.	Last Day to Withdraw from School for the Semester
April	28/29	Wed.-Thurs.	Final Examinations for SENIORS
April	29	Thurs	Last Day of Classes
April	30	Fri.	Senior Grades Due in the Registrar's Office by 4:00 p.m.
May	3-7	Mon.-Fri.	Final Semester Examinations
May	7	Fri.	ROTC Commissioning
May	8	Sat.	Commencement
May	10	Mon.	Staff Awards Brunch
May	10-14	Mon.-Fri.	Post Faculty and Staff Professional Development Week
May	24	Mon.	Session I - Summer School Registration
May	25	Tues.	Summer School Classes Begin
May	31	Mon.	Memorial Day Observance
June	22	Tues.	Session I - Summer School Ends
June	23	Wed.	Session II - Summer School Registration
June	24	Thurs.	Summer School Classes Begin
July	4	Sun. (Mon.)	Independence Day
July	22	Thurs.	Session II - Summer School Ends

♣ **SUBJECT TO MODIFICATION**  
Revised 6/02

## Mission Statement

The mission of Saint Augustine's College is to sustain a learning community in which students can prepare academically, socially, and spiritually for leadership in a complex, diverse, and rapidly changing world. To fulfill the mission, the faculty fosters scholarship and creativity through varied approaches to teaching and learning; the administration facilitates the enterprise by effectively garnering and managing financial and human resources; and the staff contributes to efficient operations by providing essential support services. Through these means, the College pursues excellence by developing:

- **flexible and innovative courses of study** that integrate theory and practical application through experiential approaches to learning;
- **opportunities for students to apply what they learn** through service learning, community service, internships, and cooperative education;
- **purposeful and individualized programs of study** for non-traditional students, through preparation for a career change or re-entry into the work force; and
- **knowledge and appreciation of cultural differences** through interdisciplinary courses, study abroad, and other programs.

Saint Augustine's College is an undergraduate, coeducational, liberal arts institution, affiliated with the Episcopal Church. Founded in 1867 to educate freed slaves, the College's mission has grown with the diversification of its student body from an African-American student base to one that is multi-national and multi-racial. Grounded in the liberal arts tradition since its founding, the College first awarded baccalaureate degrees in 1931. Programmatic emphasis has shifted from early offerings in normal and industrial education, and pre-theological training, to current emphasis in scholarship, research, and community service.

## **Institutional Goals**

Saint Augustine's College is a four-year liberal arts institution preparing students for leadership roles in a complex, diverse, and rapidly changing world. Students, faculty, administration, and staff participate cooperatively in the overall teaching-learning process. Students participate through their desire for knowledge, readiness to acquire foundational and analytical skills, and in their potential to adapt to the demands of accelerated global change. The faculty facilitates by teaching and advising students, conducting research, and engaging in other professional development activities. The administration and staff generate and manage resources to support faculty and students. The coordination of all these resources relies upon a consistent and orderly approach to planning and assessment of institutional effectiveness. Institutional research provides data necessary to assess and improve effectiveness in student learning, faculty development, and resource management. To these ends, Saint Augustine's is committed to achieving the following goals:

1. Recruiting, retaining, educating, and graduating students whose academic preparation has occurred in a diversity of economic, social, and cultural contexts;
2. Hiring, retaining, developing, and promoting a professional faculty who possess skills and motivation to educate a diverse student body;
3. Building student competencies in major academic disciplines on a general education foundation that ensures skills in reading, writing, oral communication, mathematics and computer use;
4. Fostering a climate in which students acquire knowledge, values, and skills necessary for success in a complex, diverse, and rapidly changing world;
5. Providing and maintaining a broad range of library and learning resources, including information technologies and instructional support facilities, that enhance the teaching-learning process by offering exposure to various disciplines, cultures, and points of view;
6. Providing effective leadership and management of the College's financial, physical, and human resources to ensure that they are acquired, retained, allocated, and assessed to promote the stability, security, and long term well-being of the College;
7. Employing a comprehensive planning and evaluation system for all major aspects of the College, including assessment of the extent to which the students acquire competencies; the faculty fosters scholarship and creativity through varied approaches to teaching and learning; the administration facilitates the enterprise by effectively acquiring and managing financial and human resources; and the staff contributes to efficient operations by providing essential support services; and



8. Conducting ongoing institutional research as a means of collecting, analyzing, and disseminating information essential to effective planning and evaluation.

## **Membership and Accreditations**

The fact that an educational institution is accredited means that it has met required standards and criteria of quality established by a recognized educational or professional organization.

Saint Augustine's College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate degrees.

Southern Association of Colleges and Schools  
1866 Southern Lane  
Decatur, Georgia 30033-4097  
Telephone number 404.679.4501

In addition to accreditation by SACS, the College holds memberships in and/or is accredited by the:

American Association of Colleges for Teacher Education  
American Chemical Society  
American Council on Education  
American Occupational Therapy Association  
Association of American Colleges  
Association of Collegiate Business Schools and Programs  
Association of Eastern NC Colleges and Universities  
Association of Episcopal Colleges  
Carolina Association for Collegiate Registrars and Admissions Officers (CACRAO)  
College Entrance Examination Board  
Cooperating Raleigh Colleges  
Cooperative Education Association, Inc.  
Intercollegiate Music Association  
National Association for Business Teacher Education  
National Association of Student Financial Aid Administrators  
National Association of Student Personnel Administrators  
National Council for Accreditation of Teacher Education  
National Extension University  
North Carolina Association of Colleges and Universities  
North Carolina Association of Summer Sessions  
North Carolina Association for Independent Colleges and Schools (NCAICS)  
North Carolina Department of Public Instruction  
North Carolina Honors Association  
Southern Association for Collegiate Registrars and Admissions Officers (SACRAO)  
United Negro College Fund, Inc.

## **Affirmative Action and Equal Opportunity Policy**

Saint Augustine's College is committed to an educational and working environment in which students, faculty and staff can develop their full intellectual and professional abilities. Saint Augustine's College welcomes to its campus students, faculty, staff, alumni, officials and members of the Episcopal Church, friends and other members of the community who seek to advance the mission of the College; pursue a higher education; improve personal and professional skills; and who wish to engage in Church or community service. It is the policy of Saint Augustine's College, therefore, to provide educational programs, services, and employment without regard to race, color, religion, national origin, age, sex, disability, marital status, pregnancy, or veteran status.

An equal opportunity to participate in educational programs, services, and facilities shall be offered in a nondiscriminatory manner. An equal opportunity for employment shall be provided to applicants, faculty and staff. Specifically, all personnel programs (e.g. recruitment, compensation, benefits, transfers, opportunities for advancement, and training programs) shall be provided without regard to race, sex, age, national origin, handicap, marital status, pregnancy, or veteran status.

Saint Augustine's College's policy of non discrimination shall apply to all programs and activities of the College, including student admissions, educational programs, non-educational activities, employment and other related activities covered under Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Age Discrimination Act of 1975. Information on the implementation of this policy and/or the statutes referenced should be addressed to the:

**Office of the Provost and Vice President for Academic Affairs  
Saint Augustine's College  
1315 Oakwood Avenue  
Raleigh, North Carolina, 27610.**

Pursuant to federal regulations, the College may collect admissions and enrollment information by racial, ethnic and sex categories for reporting purposes. The provision of such information is voluntary, however, and is not used to determine eligibility for admission.

## **Library Facilities**

The mission of the Library is to provide informational resources, services and programs, which meet the educational goals and research needs of the college and community.

The Library resources at Saint Augustine's College are located in the Prezell R. Robinson Library, which provides information and research services for the college community. Equity of access is provided to the physical collection of books, magazines, and audiovisual materials through an automated, online library system. Training is provided to library users in small group and/or large group instruction on using the online library system and accessing and evaluating information resources. The Library staff are information educators who prepare students, faculty, and all users to be knowledgeable and creative information consumers.

The Prezell R. Robinson Library consists of three floors with resources such as an Archives Room, which houses documents relating to the history of the College and rare books. The facility also contains seminar rooms with space for study groups, computer labs. Throughout the Library are individual carrels and study tables that will seat up to 500 students.

The Library has over 73,000 volumes that represent course offerings by the divisions of Business, Education, Liberal and Interdisciplinary Studies, Natural Sciences and Mathematics and Social Sciences. The information resources are in many formats-print microform, video and audio recordings, CD-ROM, Internet and NC LIVE. There are approximately 700 periodicals that provide current information in support of the five academic divisions. About 30 newspapers of local, regional and national coverage are included.



## Commonly Used Academic Terms

Academic load	The total semester hours of credit for all courses taken during a specified time-semester, summer term, or other special sessions.
Accredited	A term applied to a school or specific program, which has been recognized by some national or regional organization as meeting certain academic standards for quality and educational environment.
Add and Drop deadlines	The latest date in a semester at Saint Augustine's College when a course may be added or dropped from student's class schedule with approval of advisor.
Admission	The process of being admitted to Saint Augustine's College as a student with the opportunity to take classes.
Admissions file	The set of documents related to a request for admission to Saint Augustine's College. The set contains the application forms and official transcripts previous work in high school or college and may contain standardized test scores (SAT or ACT for freshman applicants), forms for international students, or other information required by the Admissions Office.
AP Examination	An Advance Placement Examination in a specific subject area available nationally to high students from the College Entrance Examination Board (CEEB). Obtain information on taking the examination from a high school guidance counselor. Information on Saint Augustine's College course credit for these examinations is available from the Admissions Office.
Application deadline	The date by which all documents required for the admissions file of a prospective student must be in the Office of Admissions.
CLEP Test	<p>Subject area examination administered by the College Entrance Examination Board. Details and comparisons with the AP exam can be obtained from:</p> <p style="text-align: center;">The College-Level Examination Program Box 1821 Princeton, NJ 08540</p> <p>Statements on acceptance of CLEP test scores for academic credit at Saint Augustine's College are found in this catalog.</p>
Concentration	A collection of courses within a major which focuses on a particular subject area. The term "concentration" describes the nature of the set of courses.
Curriculum	The set of courses offered in a particular degree program. More generally, the course (in total) offered by the college. The plural word is curricula.

English Proficiency Test	A test taken at Saint Augustine's College prior to initial registration (but after admission) by international student to determine what English course must be taken at Saint Augustine's College. This local test is in addition to the minimum TOEFL test requirement.
Full-Time	A student who is registered for 12 hours or more during a semester at Saint Augustine's College.
Grade point average	An average on the 4-point determined by dividing the total accumulated quality points by the corresponding total of hours of credit attempted. Certain grades do not influence this computation.
Honors course or section	A version of a regular course reserved for students with superior preparation for that course. Non-departmental enrichment course available (by invitation only) from the Saint Augustine's College Honors Program.
Lower Division Program	A term referring to a student's location in the progression of course work leading to an undergraduate degree and implying freshman classification. The offices include the Freshman Studies Program, the TTAAL Program and the Honors Program.
Major	The principal education interest of a student as represented by one of the curricula offered by the various divisions at Saint Augustine's College.
Minor	A student has the option to declare a special interest of study outside of their major that is represented by one of the curricula offered at Saint Augustine's College. The minor will consist of not less than eighteen (18) semester hours designated by the College's divisions. The minor interest will be indicated on student transcripts.
Orientation	A meeting (or series of meetings) designed to acquaint a new student with the facilities, policies, sources of information and assistance, academic and social atmosphere of Saint Augustine's College.
Pre-Requisite	A requirement to be completed (or a level of skill or knowledge to be demonstrated) before enrollment in a course.
Proficiency examination	A test given to a student admitted to Saint Augustine's College to evaluate knowledge or skills normally acquired through completion of a particular Saint Augustine's College course.
Progress	An internal evaluation of a student's academic standing is examined to determine if prior work is complete and if the student should proceed towards completion of the remaining degree requirements.
Quality hours	The number of attempted hours which qualify to fulfill graduation requirements and have letter grades A through F.

Quality points	Saint Augustine's College compiles academic performance records through use of a scale assigning 4.0 "quality points" per semester hour of credit for an "A" grade ranging to 1.0 quality point per semester hour of credit for a "D" grade.
Registration	The process of officially gaining entrance into one or more courses.
Semester	The division of the calendar year used in academic scheduling at Saint Augustine's College. A semester is approximately 4 months or 16 weeks in duration.
Semester hour	The unit of academic credit at Saint Augustine's College.
TOEFL Examination	An internationally administered examination measuring ability to use the English language. Required of any international student applying to Saint Augustine's College whose native language is not English. For information and to make arrangements to take the examination, contact:

The Test of English as a Foreign Language  
Educational Testing Service  
Princeton, NJ 18540

## **Admissions**

### **Admission Requirements**

Saint Augustine's College welcomes applications for admission from students without regard to race, creed, color, religion, sex, national origin, disability, or age. In order to apply for admission students should

- submit a completed application to the Office of Admission along with a nonrefundable \$25.00 application fee. The information included on the application must be current and accurate. Submitting incorrect and/or incomplete information on an application for admission may result in the revocation of admission or delay the processing of the application;
- submit an official copy of entire academic record from all secondary institutions attended, CLEP, Advanced Placement, International Baccalaureate Program, and other test scores be mailed to the Office of Admission directly from the testing agency and from the high school or from the colleges, from which the student is transferring semester or quarterly credits. Prospective students must be under consideration for completing secondary school requirements, or successfully completed General Educational Development (GED) Examination with scores, indicating probable success in college. Only a limited number of (GED) applicants will be consider each academic year. The Scholastic Aptitude Test (SATI) or the American College Test (ACT) is required for all first-time college freshmen; and
- provide satisfactory evidence that the following high school units have been completed in a secondary school approved by a regional accrediting association.

English	4 units (3 units must be complete and 1 in-progress)
Mathematics	2 units (1 unit must be Algebra I)
Science	2 units
Social Studies	2 units
Electives	10 units
Total	20 units

Applicants for admission must also provide the Office of Admissions with: 1) endorsement by reliable persons as to the applicant's character and personality; 2) a statement of honorable withdrawal from the College last attended; 3) current health and immunization certifications; 4) and security clearance by the police in the applicant's hometown.

### **Acceptance Letter**

If the evidence secured indicates that the applicant appears amply qualified to enter Saint Augustine's College a formal Letter of Acceptance will be sent. Only persons who have



received their Letter of Acceptance will be permitted to take part in the activities of Orientation or to register for classes.

### **Arrival on Campus**

Time of Arrival: Students should arrive on campus on the day that residence halls are open to them, as stated in the college calendar. STUDENTS WHO ARRIVE PRIOR TO THE TIME RESIDENCE HALLS ARE OPEN MUST MAKE LIVING ARRANGEMENT IN THE CITY.

### **International Students**

International students are required to submit the following materials before an admissions decision can be reached on his/her application:

- A completed application form furnished by the Director of Admissions;
- An official Academic Record or Transcript of work completed on the secondary level and on the college level, if applicable. Saint Augustine's College requires foreign students who have official academic records in any other language than English, must have foreign educational credentials evaluated by a national evaluation service such as World Educational Services (WES) or Educational Credential Evaluators, Inc., (ECE) [www.ece.org](http://www.ece.org). The student should request that the transcript evaluation be sent from WES or ECE to the Registrar at Saint Augustine's College. (See the Academic Affairs section on "Credits Earned at Foreign Colleges," for additional information);
- Proof of proficiency in English (TOEFL);
- A statement of the applicant's financial resources showing that he/she can meet U.S. study costs. Payment of total expenses for the first year is required before the I-20 can be released. This must be accomplished prior to enrollment;
- A report listing current scores made on the SAT or ACT; and
- Current Health and Immunization certificates.

An international student attending another U. S. institution will not be considered for admission on a transfer basis until he/she has completed at least one semester (preferably one year) of study at the institution which issued the I-20 form and has completed all transfer requirements as listed in items 1-6 above.

### **Transfer Students**

Saint Augustine's College welcomes applications from transfer students from community colleges and from four-year colleges and universities that are accredited by the State of North Carolina or by a duly authorized regional accrediting agency. In order to be considered a transfer applicant, you must have completed 24 semester hours or 36 quarter hours. If the aforementioned numbers of hours have not been obtained, the applicant must submit an official final high school transcript along with SAT and/or ACT scores. Transfer students should be in "good standing" academically and should not have been suspended or expelled from the college

or university that they last attended. Saint Augustine's College accepts articulation agreements with several community colleges.

A student transferring from another college must submit to the Office of Admissions official transcripts from all colleges or universities, which he/she previously attended. If the student has attended more than one college or university, official transcripts from each institution previously attended must be received before an admission decision can be made on the application. A completed application should be received at least thirty days (30) before the beginning of the semester in which the applicant desires to enroll.

A transfer student's academic level is based on the number of accepted credit hours (i.e., transferred) from the institution(s) he or she previously attended. While the Office of Admissions makes an initial review of courses taken at other institutions, the official evaluation for transfer credit is done by the Registrar, and eligible transfer credit is posted on the student's Saint Augustine's College transcript. The evaluation of the transcript is conducted on a course by course basis by the Department Head and Division Chairperson in the discipline in which the intended major is located to determine if the work is applicable toward fulfillment of graduation requirements in the student's major. The evaluation of a transcript is not official until the credits have been accepted by the Registrar and recorded on the students' transcript at Saint Augustine's College as transfer credit. It is also in the transferring students best interest to provide a copy of his/her former institutions catalog, which can provide course descriptions and definitions of previous course of study.

Only comparable college-level courses in which the student has earned grades of "C" or better are accepted as transfer credit. The transfer of credit does not include the grades or the quality points earned in a class. A transfer student is expected to conform to the academic requirements of Saint Augustine's College that are current at the time of his/her enrollment at the College. All current general education requirements, as well as all current requirements in the major listed in the Catalog in effect at the time the student transfers must be met; and, the final thirty (30) semester credit hours must be earned at Saint Augustine's College. The maximum number of transfer credits that may be accepted from all previous colleges or universities is 90. In order to graduate with honors a transfer student must have earned a minimum of sixty - (60) credits while continuously enrolled in Saint Augustine's College.

### **Re-admission**

For many reasons students may experience a break in continuous enrollment at Saint Augustine's College. A student who has not enrolled in any classes at the College for two consecutive semesters (not including the Summer session) shall not be considered as a continuing student. Persons who have had a break of longer than two semesters must meet the graduation requirements of the Catalog in effect following their break. A student may appeal this policy by submitting a written request to the Department Head and Division Chairperson. The submitted appeal must also, be approved, by the Provost and Vice President for Academic Affairs in writing. No appeal will be granted where the student exceeds the time limit of seven years from the time he or she first enrolled in Saint Augustine's College. See the Academic Affairs section of this Catalog for additional information on the Time Limits.

Students who have been suspended for academic deficiencies or for violation of college policies will also have to reapply for admission. In order to be re-admitted a student must submit a written request to the Provost and Vice President for Academic Affairs at least thirty - (30) days prior to the semester in which the student plans to enroll. Re-admission is not automatic and the College reserves the right to deny re-admission to students who have failed previously to make satisfactory academic progress or who have violated the College's policies.

### **Veterans and VA Recipients**

Saint Augustine's College is approved for the enrollment of Veterans and other VA recipients of benefits. Veterans who are seeking VA assistance should apply to the VA Certifying Officer in the Office of the Registrar. If accepted by the College, Veterans and VA Benefits Recipients should apply immediately to the nearest regional office of the Veterans Administration for a certificate of eligibility and entitlement, indicating clearly their educational objective. The Veterans Program is approved by the State Approving Agency of the University of North Carolina (UNC) General Administration. In addition to the general admissions requirements, the Veterans and VA Benefits Recipients are expected to satisfy the following:

- Pay all expenses in the same manner required of non-veterans. (This does not apply to Vocational Rehabilitation applicants.);
- Report to the Office of the Registrar during the designated time in order to complete all VA information;
- Attend orientation sessions at the beginning of each semester; and
- Attend counseling sessions with the VA Coordinator; and
- Make sure that daily attendance records are updated by the instructors, and bi-monthly schedules are signed and submitted to the Office of the Registrar by the deadline date.

Records of Progress are kept by this institution on veterans and non-veterans alike. Progress records are furnished to both veterans and non-veterans at the end of each school term.



## **Business and Finance Information**

### **Expenses**

The College will inform students of Business and Finance information to include estimated general expenses for the next academic year during the spring semester of each year. Estimated general expenses include tuition, fees, and room and board. General expenses do not include laboratory fees, special fees, or expenditures for books and supplies.

The Business Office will send statements to students each semester as a reminder of their financial obligations. However, students are expected to meet their financial obligations promptly and without notice from the Office of Business and Finance. It is each student's responsibility to inform parents or guardians of their financial status. Students who do not settle their financial affairs may not be allowed to register and may also be subject to suspension or withdrawal of college services including the denial of transcript requests.

The total amount for the semester is due at registration along with any balance from a previous semester. Students whose parents have applied but have not received Plus Loan approval may be required to make a deposit at registration.

### **Payments/Fees**

Payments may be made by cashier's check, certified check, money order or the following credit cards: MasterCard, Visa and American Express. The acceptance of personal checks is subject to verification.

All checks or money orders are to be made payable to **SAINT AUGUSTINE'S COLLEGE**. Written correspondence and payments should be addressed to the:

Office of Business and Finance  
Saint Augustine's College  
1315 Oakwood Avenue  
Raleigh, North Carolina 27610-2298

- No refunds will be made at the time of payment from checks made payable to Saint Augustine's College.
- All students who have outside scholarships, grants and loans must notify the Office of Financial Aid and Scholarships prior to registration. Scholarship, grant and loan checks should be forwarded directly to the Office of Financial Aid and Scholarships.
- Veterans attending the College, under the provision of Public Law 89358, i.e., the GI Bill, are responsible for meeting their financial obligation to the College.
- Students receiving outside employer tuition assistance benefits are expected to meet their financial obligations at the time of registration and receive their employee benefits as a reimbursement.



- Dependent students and/or spouses receiving Saint Augustine's College Tuition Remission must present approved Tuition Remission Form at the time of registration. Faculty and Staff receiving tuition waiver must present the approved "Request to Attend Class Form" at the time of registration.
- Any emergency expense incurred by the College on behalf of a student will be charged to the student's account and must be paid within thirty (30) days.
- Students are encouraged to obtain adequate insurance coverage for loss or damage to personal property.
- Students who officially withdraw, are suspended or expelled are subject to the return of Title IV and other refund policies. Failure to initiate or complete the proper forms at the time of withdrawal, suspension, or expulsion will affect the date of withdrawal, thereby affecting the amount due the College. Withdrawals cannot be retroactive for previous semesters.
- Students who officially change housing status from boarding to non-boarding will only receive an adjustment for unused board.
- If payments are not made as scheduled, the College reserves the right to withdraw services and accommodations.

**All charges are subject to verification and correction. The College reserves the right to change, at any time, all charges including, but not limited to, tuition, fees, bookstore charges, and room and board charges.**

# Tuition and Fees Schedule for 2002-2003 Academic Year

## Estimated Costs

**Tuition (Full-time)\*** \$ 6,280

**Mandatory Fees** 500

Athletic 500

Debt Services 120

Library 100

Lyceum 40

Student Government Association 100

Student Publications 30

Student Union 150

Technology 560

UNCF 30

Wellness Center 120

Sub-total \$ 2,250

**Total Tuition and Mandatory Fees** **\$ 8,530**

**Room Charge\*\*** \$ 2,084

**Board** 2,876

Sub-total \$ 4,960

**Total Tuition, Fees, Room and Board** **\$13,490**

\* All students who carry more than 18 hours pay an additional overload charge per credit hour. Part-time students with less than twelve (12) hours will be charged based on the part-time rates. Course and laboratory fees are not included in full-time tuition and may vary from \$10 to \$100 depending on the course.

\*\* Residence Hall charges will vary by \$50 to \$100 per semester based on the facility. Additional charges for telephone and cable will be billed to each resident per semester.

## Overload, Part-Time Tuition and Fees And Other Charges Schedule for 2002-2003 Academic Year

**Overload Tuition** (above 18 hours) **\$240 per credit hour**

### Part-Time Tuition and Fees (less than 12 hours)

Hours	1	2	3	4	5	6	7	8	9	10	11
Tuition	\$24	\$48	\$720	\$960	\$1,20	\$1,44	\$1,68	\$1,92	\$2,16	\$2,40	\$2,64
n	0	0			0	0	0	0	0	0	0
Fees	95	190	285	380	475	570	665	760	855	950	1,045

<b>Total</b>	<b>\$33</b>	<b>\$67</b>	<b>\$1,00</b>	<b>\$1,34</b>	<b>\$1,67</b>	<b>\$2,01</b>	<b>\$2,34</b>	<b>\$2,68</b>	<b>\$3,01</b>	<b>\$3,35</b>	<b>\$3,68</b>
	<b>5</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>5</b>

### **Additional Charges:**

Freshmen Orientation Fee***	\$25 (non refundable)
Matriculation Fee***	\$25 (non refundable)
Late Pre-Registration	\$100 per semester
Late Registration	\$100 per semester
Installment Payment Fee	\$50 per semester
Room Reservation Fee	\$125 per year
Private Telephone Line	\$95 per semester
For residence of Hermitage Hall	\$60 per semester
For residence of Delany Hall	\$50 per semester
For residence of Boyer Hall	\$60 per semester
For residence of Weston Hall	\$100 per semester
Graduation Fee	\$60

\*\*\* Non-refundable charge for Freshmen and Transfer Students.

### **Incidental Fees:**

ID Replacement	\$20
Immunization Fee	\$75
Parking Permit – General	\$25 per semester
Parking Permit – Designated Lot	\$30 per semester
Residence Hall Key Replacement	\$100
Student Teaching Fee	\$100
Transcript Fee	\$5 (same day service \$7)

### **Books and Supplies**

Cash, check or credit card must be used to pay College Bookstore purchases of books, supplies and other items at the time of purchase. All personal checks are subject to verification. Bookstore vouchers are contingent on eligibility and approval. Credit for books purchased will only be issued if the applicable class has been cancelled. All other non-food bookstore purchases may be returned for store credit only.

### **Deferred Payment Plans**

Arrangements may be made with Academic Management Services, Inc. (AMS) to make monthly payments. Applications are available in the Office of Business and Finance. Deferred Payment Plans are made directly with the College and billed monthly by an outside servicing agent. The \$50.00 Deferred Payment fee is due and payable to Saint Augustine's College per arrangement per semester.

## **Refund and Withdraw Policies**

Refunds for official withdrawal from Saint Augustine's College are prorated based upon the percentage of the enrollment attended. No refunds are made for official withdrawals after 60 percent of the enrollment period. The prorated withdrawal schedule for each semester is publicized through the college media after it is established.

## **Title IV Credit Balances**

When the College applies Title IV funds to a student's school account and determines that the amount of funds exceeds allowable charges the College assessed, the College must pay the credit balance directly to the student or parent borrower as soon as possible, but no later than the 14-day deadline prescribed below. The only exception is when the College has the student's permission to hold a credit balance.

The College must pay a credit balance directly to a student borrower or parent borrower within 14 days of:

- the date the balance occurs, if it occurs after the first day of class of a payment period; or
- the first day of class of payment period, if the balance occurs on or before the first day of class of that payment period; or
- the date the College receives the student's or parent's cancellation of the College's authorization to hold a Title IV credit balance.

Credit Balance Refund Disbursements are mailed to the student's permanent address and made payable to the student unless otherwise indicated.



## **Financial Aid and Scholarships**

The goal of the Office of Financial Aid and Scholarships is to provide financial assistance to students to assist them in meeting their educational cost. Students and prospective students are urged to file an application for financial aid early and follow-up on any additional information needed to make an award. The College's Office of Financial Aid and Scholarships is available to assist with the application process.

### **Financial Aid Eligibility Requirements**

Saint Augustine's College offers a variety of financial aid programs to assist students. Eligibility for all aid programs at Saint Augustine's College, except those designed to recognize exceptional merit or performance, are based on financial need. Financial need is the cost of attendance minus the Expected Family Contribution (EFC). The College makes every effort to insure that every qualified student will have an opportunity to attend, regardless of financial ability. Approximately 90% of the students enrolled at Saint Augustine's College receive some type of financial aid. The Office of Financial Aid and Scholarships allows eligible students up to six academic years to complete their program of study and be eligible for financial aid.

To receive aid from the student aid programs the following requirements must be met:

- Have financial need;
- Have a high school diploma or a general education development (GED) certificate;
- Be enrolled or accepted as a regular student working toward a degree or certificate in an eligible program;
- Be a U.S. citizen or eligible non-citizen;
- Have a valid social security number;
- Sign statement of educational purpose and an overpayment/default certification; and
- Register with the Selective Service, if required.

### **Financial Need**

Financial Aid from federal programs is awarded on the basis of financial need except for the Direct Unsubsidized, Parent (PLUS) and Alternative Loans. The information a student reports on the Free Application for Federal Student Aid (FAFSA) is used to determine the Expected Family Contribution (EFC). The EFC is the amount that the student and parent would be expected to contribute toward the student's educational cost. A student's Pell eligibility is based upon the (EFC). Upon review of a student's Student Aid Report Students the Office of Financial

Aid notifies students who are eligible for Pell Grant and other Federal funds. The EFC is subtracted from the cost of attendance to determine the student's financial need as listed below:

Cost of Attendance - Expected Family Contribution (EFC) = Financial Need

## **Financial Aid Application Procedures**

To be considered for financial aid at Saint Augustine's College, all students are required to:

1. Be admitted to the College;
2. Complete the Saint Augustine's College Application for Financial Assistance;
3. Complete the Free Application for Federal Student Aid (FAFSA);
4. Not be in default on a FFEL, Direct Loan and Federal Perkins Loan; and
5. Maintain satisfactory academic progress.

Financial Aid awards are not automatically renewable. Students must reapply for financial assistance each year. Aid is awarded on a first come first served basis. Students must have all required forms completed and on file in the Financial Aid Office by March 15th preceding the award year for priority consideration. Applications received after the priority deadline will be awarded based upon available funding.

## **Financial Aid Programs**

Saint Augustine's College administers four categories of student financial aid. They are grants, loans, employment and scholarships. Descriptions for each of these categories are listed below:

### **Grants**

**Federal Pell Grant.** This is a federal entitlement program designed to provide financial assistance to eligible undergraduate students. The number of hours the student is taking, the expected family contribution (EFC), and the cost of attendance at the institution determine the amount of the grant. Each applicant receives a Student Aid Report (SAR) as a result of filing the FAFSA. To insure the proper processing, information from the current federal income tax return should be used. Students should submit all copies of the SAR to the institution in which they plan to enroll.

**Federal Supplemental Educational Opportunity Grant (SEOG).** This is a program that provides grants ranging from \$100 to \$4,000 in an academic year to exceptionally needy students, with priority given to Federal Pell Grant recipients. The Financial Aid Office administers this grant. The student must complete the FAFSA to be considered for this grant.

**North Carolina Student Incentive Grant (NCSIG).** This is a need-based grant ranging from \$200 to \$1,500 per academic year. The State of North Carolina through College Foundation, Inc administers it. In order for an applicant to be considered, the student must complete the FAFSA

before March 15th of the year in which he or she is applying for financial aid. The applicant must be a resident of North Carolina.

**North Carolina Legislative Tuition Grant (NCLTG).** This grant is available to all full-time residents of North Carolina who are attending Saint Augustine's College. The student must complete a brief application with the Registrar at registration. These funds are credited to the eligible student's account. The amount of the grant is subject to change each academic year.

**North Carolina Contractual Grant.** The State of North Carolina appropriates funds to be administered by Saint Augustine's College to assist exceptionally needy North Carolina students, with priority given to **Federal Pell Grant** recipients. To be eligible for this grant, the student must complete the FAFSA, must be a North Carolina resident, and must have demonstrated financial need. The amount of the grant ranges up to the cost of tuition.

## **Loans**

**Federal Perkins Loan.** The Office of Financial Aid and Scholarships administers this loan to provide long-term, low-interest loans to students who demonstrate financial need. A student may borrow up to a maximum of \$3,000 for each undergraduate year. The total amount borrowed cannot exceed \$15,000 for all undergraduate years. Repayment begins nine months after the student graduates, withdraws or ceases enrollment. The interest rate is 5%. The student must complete the FAFSA to be considered for this loan.

**Federal Direct Subsidized Loan.** This program provides low-interest, long-term loans to eligible students attending school at least half-time. The maximum loan amount each academic year is \$2,625 for a freshman; \$3,500 for a sophomore and \$5,500 for a junior or senior. A three percent 3% origination fee is deducted from each loan disbursement. The maximum aggregate loan amount for an undergraduate student is \$23,000. Interest is not charged while the student is enrolled in school. Repayment begins six months after the student graduates, withdraws or ceases attending school at least half-time. Students must demonstrate financial need. The student must complete the FAFSA to be considered for this loan.

**Federal Direct Unsubsidized Loan.** This program was created for students who do not qualify for the maximum amount of the Federal Direct Subsidized Loan program. This loan is not based on need. The terms and conditions are the same as the Federal Direct Subsidized Loan program, except that the student is responsible for interest that accrues while he/she is enrolled in school on at least a half-time basis. The student may choose to pay the interest while enrolled in school or allow it to accumulate and be capitalized. The interest will be added to the principal and will increase the amount the student will have to repay. A four percent (4%) origination fee is deducted from each loan disbursement. The interest rate is variable and will not exceed 8.25%. Repayment may be deferred until six months after the student ceases attending school on at least a half-time basis.

**Federal Direct Plus Loan.** This is a low-interest loan for parents of dependent students who want to borrow to help pay for their child's education. The student must be enrolled for at least half-time. The maximum amount a parent can borrow is the cost of attendance minus any financial aid offered to the student. The interest rate is variable but will not exceed 9% for first time



borrowers. Parents who have no adverse credit history are eligible for the Federal PLUS loan. There is a four percent (4%) origination fee deducted from the loan. Repayment begins sixty (60) days after the loan proceeds have been disbursed.

## **Employment**

**Federal Work-Study Program (FWS).** This program provides part-time employment to eligible students. Students earn at least the minimum wage and work approximately 8-12 hours per week. Federal Work Study provides the student with the opportunity to gain valuable experience as well as earn money to assist with meeting their educational expenses. Students are employed by a variety of departments and offices. Students are paid monthly according to the pay schedule given at the time of assignment. The student must complete the FAFSA to be considered for Federal Work Study.

**College Work-Aid.** This is a work program funded by the institution to assist a limited number of students with on-campus employment. The Office of Financial Aid and Scholarships administers these funds. It is an institutional program similar to the Federal Work Study program. Students may work up to 20 hours per week and earn at least the minimum wage.

## **Scholarships**

A scholarship is gift money awarded to students based on their academic performance, athletic ability or leadership potential. Saint Augustine's College offers a limited number of scholarships to students who demonstrate outstanding academic achievement. It also provides tuition remission to students whose parent or spouse is employed at the College. In addition, the College provides scholarships based on athletic ability, leadership potential and special talents. Admission scholarships are available for freshmen with high SAT scores and academic abilities.

The College provides a number of competitive scholarships that are awarded to students from private donors and public agencies. Students must complete a scholarship application and submit it to the Financial Aid Office by the designated deadline date. The recipients of these scholarships are selected on a competitive basis and are usually announced during the Honors Day Program at the end of each school year.

## **Satisfactory Progress Policy**

### **Standards of Minimum Progress**

A student who meets the minimum standards of progress will be allowed to continue at the College. Students with a cumulative GPA below a 2.0 will be restricted to a maximum course load of 12 credit hours. Students must complete 50% of credits attempted within each academic year. The standards of minimum progress are as follows:

- At the end of the first year, the student has earned a minimum cumulative GPA of 1.75;
- By the end of the second year, the student has earned a minimum cumulative GPA of 1.85;
- At the end of the third year, the student has earned a minimum cumulative GPA of 2.00;



- At the end of the fourth year, the student has earned a minimum cumulative GPA of 2.00; and
- At the end of the fifth year, the student has earned a minimum cumulative GPA of 2.00.

### **Financial Aid Probation and Suspension**

Financial aid recipients, who do not maintain the minimum standards of satisfactory progress, may be placed on financial aid probation or suspension. Students are placed on financial aid probation for one academic year, if they do not meet the satisfactory progress requirements after completing the academic year. Students placed on financial aid probation must raise the number of credit hours successfully completed and/or the cumulative grade point average to the minimum requirements outlined above in order to avoid financial aid suspension. Students will be placed on financial aid suspension after being on probation for one semester. Students on financial aid suspension will remain ineligible to receive financial assistance until the minimum academic requirements are satisfied or an appeal has been approved.

Upon termination of financial aid, students may reestablish satisfactory progress by one of the following methods:

1. Improving their GPA by attending Summer School;
2. Repeating failed courses; and
3. Removing incomplete grades.

### **Financial Aid Suspension Appeals**

Appeals against financial aid suspensions must be made in writing to the Director of Financial Aid. Appeals should explain why satisfactory progress was not maintained and why aid should not be suspended. Documentation should also be submitted to verify reasons for the appeal. Acceptable reasons for appeals include the following:

1. Personal illness or accident documented by the attending physician or medical care unit;
2. Serious illness or death within the immediate family. (Immediate family includes parents, guardians, sisters, brothers, children and spouse);
3. Cancellation of classes or withdrawal from the College; and
4. Other extenuating circumstances considered acceptable by the College.

The Financial Aid Director will notify all students in writing within fifteen (15) days as to the result of their appeal. Students whose appeals are approved are required to report to their Office of Academic Advising. The Academic Advisor will direct the student to counseling, academic

tutoring, student services or any other department, as needed. The Academic Advisor will also discuss with the student any problem that may be a hindrance to academic progress.

The Financial Aid Committee may set specific terms for regaining eligibility, which may include the student paying his/her own cost for a specified time.

# **CODE OF STUDENT CONDUCT**

## **Preamble**

A College community can function effectively only when the rights and obligations of its members are recognized. All students, therefore, must be especially conscious of individual dignity, rights, needs, and aspirations. This involves thoughtful consideration of the welfare and reputation of the College and its members.

(Students should note that this code is not exclusive; other prohibited conduct may be specified in the College Catalog or other College regulations.)

The Code of Student Conduct (the “Code”) exists to protect the persons who comprise the College community, as well as the rights and property of the College. The Code also fosters and enhances the academic mission of the institution. While the code does not include all of the activities that may adversely affect the College community, they do apply to the conduct of all students and student organizations while on College premises and off campus so long as the student or student organization maintains a student relationship with the College. College premises include all land, buildings, and facilities owned, leased, or operated by the College.

The College reserves the right to sanction currently enrolled students for violations of the standards of conduct, even if said violations occur off campus.

In accordance with College policy, disciplinary action under these guidelines may be taken against an individual who has matriculated at the College, even though the student may not be currently registered for classes (e.g., during semester breaks and the summer).

In this Code, Saint Augustine’s College sets out the kind of behavior that disrupts and inhibits the normal functioning of the College, and what actions it will take to protect the community from such disruption. The College has expectations about how its student members will behave and rules to follow when its student members are accused of violating those expectations. This Code and the accompanying handbook of procedures describe those rules, which are designed to protect both the college community and any of its student members who are accused of disrupting it. The Code and handbook set out both what the College will do if you are accused of a violation and what your rights are.

Persons are encouraged to promptly report violations of the Code of Student Conduct to a College official. As members of Saint Augustine’s College, students are also subject to city, county, state, and federal laws. Therefore, legal action in addition to College disciplinary action may take place. The College’s decision in disciplinary matters is independent of off-campus legal action, except that any student convicted of criminal misconduct, whether occurring on campus or not, will be suspended from the College.

Other more severe sanctions may be imposed where deemed appropriate and necessary. Moreover, prior offenses are cumulative and may subject the student to more severe penalties for

subsequent offenses. The student does not begin each semester, term, or school with a clean record.

Because the judicial system is designed to help correct behavior and to fulfill an educational purpose, it is expected that any student who must go through the judicial process will, as a result, be duly warned about his or her behavior, encouraged to comply with the code of student conduct, and notified about possible sanctions if subsequent violations should occur. Moreover, the system of consequences must be imposed to maintain order and to protect the rights and privileges of others in the College community. Therefore, students who are found guilty of the same offense or a second offense of equal or greater magnitude (as defined by the nature of the sanction) may be suspended from the College.

Copies of the Student Handbook are available to all students and can be obtained in the Office of Student Affairs and on the College web page. In addition, personnel in the offices listed as follows will assist student in interpreting these policies, rules, and regulations:

Vice President for Student Affairs  
Hunter Building

Dean of Women and Dean of Men  
Hunter Building



## **Student Affairs**

The Division of Student Affairs is committed to advancing the integration of the curricular and co-curricular areas of student life while simultaneously supporting the educational mission of the College. The division is responsible for providing quality support services designed to anticipate and respond to the changing needs of students while providing a safe, healthy, intellectually challenging environment that fosters greater student involvement and enhances emotional, social, intellectual and career development.

Student Affairs provides a variety of services and activities that provide for the enhancement of the student as a “whole person.” The entire Student Affairs staff is committed to student development and student learning and endeavors to establish collaborative relationships throughout the College to promote these objectives.

### **Dean of Women and Dean of Men**

The Dean of Women and Dean of Men serve to assist students with their overall development while matriculating through the institution. They have overall responsibility for the respective women’s and men’s divisions. They serve to provide support services such as: housing, counseling, guidance, residential programming, training in social and cultural values, and have the authority and responsibility for all aspects of student life and welfare.

The Deans jointly share in administering the judicial process and provide leadership and supervision for the residential life program, staff, and facilities.

### **Residence Life**

The Office of Residence Life is firmly committed to providing an on-campus residential and learning community that complements the mission of Saint Augustine's College and to assist students in becoming successful academically to develop life skills and persist through graduation. Residential living provides an opportunity for students to experience living independently, interact with a peer group that is experiencing the same unique demands made of a college student, develop the requisite skills to become a community leader; experience a diversity of lifestyles and values, and participate in social and developmental activities. Campus residency is an opportunity for the college to make academic support a part of the student community, and to contribute to the campus’ educational environment by providing students with comfortable living environments. The Office of the Dean of Women/Men places a high priority on the provision of safe, clean and well-maintained student residential communities. The residential life services offered at Saint Augustine's College are designed to be an integral part of providing our students with an atmosphere that supports and encourages academic success, positive and acceptable social behavior, leadership development and spiritual growth.

### **Non-Refundable Housing Fee**

Each student must pay a non-refundable housing reservation fee to reserve a room. All returning students are to make application during the room sign-up process at the end of each academic

year and pay the required fee. All freshmen upon acceptance are required to pay the fee as well. This fee can only be waived with approval from the Vice President for Student Affairs.

### **Residential Life Staffing**

The Resident Director is responsible for the comprehensive administration of student housing, which encompasses (a) the process of admission of students to campus housing; (b) the application and assignment process; (c) residential hall staff training and supervision; and (d) departmental decision-making. The eight residence halls are staffed by live-in Resident Directors (RDs) and student Resident Assistants (RAs) who also reside in the residence halls. Each RD is a full-time professional and is responsible for the overall day-to-day operations and programming for the living area. A substantial portion of the RD's time is spent planning and coordinating educational, social, and cultural activities, responding to emergencies, responding to building and maintenance needs, and serving as a resource person to the Hall Councils, RA's, and residents.

### **Residence Halls**

All of the residence halls rooms are furnished with beds, mattresses, desks, chairs, curtains, or blinds. Students are held liable for any furniture removed from the room or any damage to furnishings beyond usual wear and tear. Students assigned a space in college housing are required to sign a housing agreement relating to the terms and conditions of occupancy for the full academic year. Students will complete an emergency data card for notification and information purposes.

Housing for students is provided in college operated student residence halls. An individual must be admitted to the College before an application for housing is accepted. The housing application must be renewed each year. Enrolled students must be registered for a minimum of twelve (12) semester hours to be eligible for residence.

### **Co-Ed Visitation Policy**

Coed Visitation at St. Augustine's College is a privilege extended to resident students enrolled at the College. The College reserves the right to restrict or revoke visitation privileges of students that choose to abuse the policy. The successful implementation of the Coed Visitation policy is based upon the cooperation of all residents and, especially, roommates in a specific hall. Residents are responsible for their guests' conduct and for observing College regulations and the specific visitation policy of a residence hall.

### **Student Activities**

The Office of Student Activities offers a variety of social, cultural, educational, recreational, developmental, spiritual, and experiential activities for the entire Saint Augustine's College community. Leadership training and development, organization training and development, information services, entertainment promotion, and recreational activities are among the many programs, services and resources coordinated by student activities. Students at Saint Augustine's College are encouraged to participate in extracurricular activities.

## **The College Union**

The College Union is named after Martin Luther King Jr. and is located in the center of the campus. This multi-purpose facility houses the dining hall, student government offices, the post office, bookstore, recreational, and snack bar facilities and is open seven days a week. Serving as the hub of student activity, the Union provides cultural, social, and recreational activities that contribute to the students' overall personal growth and development. The large recreational area offers students a relaxing environment to socialize, watch television, play cards, board games, table tennis, billiards, and video games. The Union also serves as a forum for lectures, panel discussions, cultural fairs, festivals and a variety of other programs and activities.

## **Student Clubs and Organizations**

A variety of student clubs and organizations are provided to enhance the overall development of students at Saint Augustine's College. These activities provide tremendous opportunities for collaboration, networking, and development of leadership and cater to a wide variety of interests (i.e., academics, honors, religion, politics, professional and service). The appropriate approving authorities following an application process determine official college recognition of these groups. Membership is based upon the respective organization's national policies and procedures for initiation/induction. Hazing, humiliation, pledging, and harassment are strictly prohibited. Organizations found in violation of this policy will be immediately suspended and may have their charter/license as an officially recognized organization revoked.

## **The Student Government Association (SGA)**

SGA is the prime student representative body. Its purpose is to represent and voice student ideas/concerns to appropriate authorities. There is an Executive Branch of the SGA which is comprised of the following officers: President, Vice-President, Chief Justice, Attorney General, Board of Trustee Representative and Miss Saint Augustine's College. The entire student body elects the Executive Branch. Freshmen, sophomore, junior, and senior classes are represented in this organization. Class Presidents, Vice Presidents, Secretaries, and Queens are selected through a class election process. Their respective Presidents appoint class treasurers and representatives. All registered Saint Augustine's College students can participate in the SGA. Student participation in this process significantly enhances the effective governance of the campus and is important to the growth and educational process of the individual student.

## **Honor Societies**

Saint Augustine's College Honor societies promote high academic achievement, leadership, and high moral character.

**Alpha Kappa Delta Honor Society** is open to Sociology majors and membership is based on leadership with a cumulative scholastic average of 3.1.

**Alpha Kappa Mu National Honor Society** is open to all majors. Membership is based upon character, leadership, and a cumulative scholastic average of 3.3.

**Beta Kappa Chi National Honor Society** is open to Natural Science majors. Membership is based upon character, leadership, and a cumulative average of 3.2 in the Natural Sciences.



**Delta Mu Delta Business Administration Honor Society** is open to Business Administration majors. Membership is based upon character, leadership, and a cumulative average of 3.2 in Business Administration.

**Phi Eta Sigma National Honor Society** is open to college freshmen that have a cumulative average of 3.5 at the close of any full-time curricular period during their first year.

**Pi Lambda Theta International Honor Society** is open to Education majors. Membership is based on the intent to pursue a career in education, character, leadership, and a cumulative scholastic average of 3.5.

**Sigma Rho Sigma National Social Science Honor Society** is open to social science majors. Membership is based on character, leadership, and a cumulative average of 3.0 in the Social Sciences.

**Sigma Tau Delta** is open to English majors. Membership is based on character, leadership, and a cumulative average of 3.0 in English.

## **Greek Letter Fraternities and Sororities**

**Alpha Phi Alpha Fraternity, Incorporated**, the first African-American Fraternity, was founded in 1906. This organization was founded with ideals and principles of brotherhood, scholarship, professionalism, and social achievement.

**Kappa Alpha Psi Fraternity, Incorporated**, was founded in 1911. The chief goal is to provide opportunities for young men to acquire sound moral, intellectual and social anchors for effective living.

**Omega Psi Phi Fraternity, Incorporated**, was founded in 1911. The chief goal is to mold and shape young College men, who meet the requirements for fraternity-ship, into a finer product: a whole man.

**Phi Beta Sigma Fraternity, Incorporated**, was founded in 1914. The motto of the Fraternity is "Culture for Service," and "Service to Humanity."

**Alpha Kappa Alpha Sorority, Incorporated**, the first African-American Sorority, was founded in 1908. These women hold as their guiding light the motto: "Advancement through knowledge and achievement."

**Delta Sigma Theta Sorority, Incorporated**, was founded in 1913. These women are pledged to serious endeavors, community services, and high cultural standards.

**Sigma Gamma Rho Sorority, Incorporated**, was founded in 1922. These women foster high ideals and encourage upright living among women.

**Zeta Phi Beta Sorority, Incorporated**, was founded in 1920. These women strive to make meaningful its ideals of service, scholarship, and sisterhood.



## **Other Clubs and Organizations**

Saint Augustine's College offers a myriad of opportunities for students to participate in clubs and organizations of their interest. Students, who are eligible, are encouraged to join one or more of the following clubs:

- Art Club
- Association of Computer, Office and Business Education (ACOB)
- Association of Future Computer Professionals
- Biology Club
- Campus Activity Board (CAB)
- Chemistry Club
- Club Media
- College Choir
- Criminal Justice Club
- Blue Chip Cheerleaders
- Elementary Education Majors Club
- Falcon Forum
- Gospel Choir
- Groove Phi Groove Social Fellowship
- History Club
- Industrial Hygiene and Safety Club
- Industrial Mathematics Club
- International Business Club
- International Students Association
- Jazz Ensemble
- Minorities in Agriculture, Natural Resources & Related Sciences (MANRRS)
- M.O.D.E. Dance Troupe
- Music Majors Club
- M.Y.S.T.I.C. (Metropolitan Youth Standing Tall in Carolina)
- NAACP
- National Association of Black Accountants
- National Association of Black Engineers
- National Association of Black Engineers and Technologists
- Nubiance Elite Modeling Troupe
- Outer Limits Modeling Troupe
- Panhellenic Council
- Phi Beta Lambda
- Phi Kappa Delta
- Physical Education Majors Club
- Photography Club
- Political Science Club
- Pre- Alumni Club
- Pre-Law Club
- Pre-Medicine Club

- Psychological Information Technology Society
- Residence Hall Association
- Sociology Club
- Special Education Majors Club
- Student Ambassadors
- Student Service Corps

## **Religious Life**

Religious life at Saint Augustine's College offers opportunities for spiritual growth to its students as an integral part of the life of the campus. Saint Augustine's College was founded in 1867 through the combined efforts of the Freeman's Commission of the Protestant Episcopal Church and a group of clergy and laymen of the Episcopal Diocese of North Carolina. The College Chapel, built in 1895, is registered as a North Carolina historic site. This beautiful historic chapel is the cornerstone of the College's religious programs. Saint Augustine's seeks to maintain an environment, which is supportive of Christian ideals and fosters personal integrity, intellectual freedom, and academic excellence. In shaping the religious life environment at Saint Augustine's, the College seeks to support the freedom of each student to choose their own faith, and also seeks to foster an environment in which these different religious perspectives are supportive and respectful of the resulting diversity. Saint Augustine's welcomes those religious traditions, which share this appreciation of diversity, affirm the freedom of the individual, and support the College experience. All students are encouraged to worship in the Saint Augustine's Chapel on a regular basis, but are not required to adopt a particular religious affiliation.

## **Publications**

*The PEN*, the official student newspaper on the campus is produced by the students, and is supervised by the Publications board, which is comprised of faculty, staff, and student members. *The FALCON*, the official yearbook of Saint Augustine's College, chronicles the events of the year in the life of the College through pictures and text. It is a student publication under the direction of its editor. The Publication Board supervises the yearbook. Student handbooks are available through the Office of Student Affairs. This publication is helpful to all students and provides essential information concerning the rules and regulations of the College.

## **Health Services**

Health Services are provided at the Joseph G. Gordon Infirmary. Each student must have taken a thorough physical examination before matriculating at the College, and submit a certificate of good health. A student who has special medical problems is responsible for registering them with the College Physician. The student is subject to an examination by the College Physician, and the College will be guided by the physician's recommendations. The College also employs registered nurses. Since the health fee is nominal, the College must charge the individual for extra medical services if required. The College maintains a health plan to cover all of its students for a reasonable charge. The insurance is included in the general fee. The insurance will only pay a percentage of the medical expenses incurred from a hospital. Some expenses are not covered

by the health plan. In case of emergencies or illnesses beyond the capability of the College Infirmary, students are transported to the Wake County Medical Center, approximately three miles from the campus. The College also provides a health and wellness program. A "state of the art" fitness center provides wellness services and is opened to the public and students for a fee.

### **Immunization Requirements for All New Students**

The North Carolina Immunization Law requires that all new students entering college must present the Admissions Office with a record of immunization prior to college enrollment. By written documentation, students must provide proof as follows:

- Students 17 years of age or younger:
  1. DTP Diphtheria
  2. Tetanus
  3. Pertussis or Td (Tetanus-diphtheria) doses. One Td dose must have been within the last 10 years.
  4. POLIO (oral) doses
  5. Two (2) MMR (Measles, Mumps, Rubella)
- Students born in 1957 or later and 18 years of age or older:
  1. Three (3) DTP or Td doses. One Td dose must have been within the last 10 years.
  2. Two (2) MMR (Measles, Mumps, Rubella)
- Students born prior to 1957
  1. Three (3) DTP or Td doses. One Td dose must have been within the last 10 years
  2. One (1) Rubella dose\*\*

\* History of physician-diagnosed measles disease is acceptable.

\*\* Physician-diagnosed rubella disease is not acceptable. Only laboratory proof of immunity to rubella is acceptable. Rubella dose is not required for students 50 years of age or older. Second measles and rubella is required along with mumps vaccine.

### **Campus Police and Public Safety**

Saint Augustine's College maintains a safety and security program through the Department of Campus Police and Public Safety to safeguard persons and property in the campus community. Public Safety responds to calls in any situation where the safety or security of a member of the College community is threatened.

Public Safety police officers are authorized to take necessary measures to ensure effective and efficient performance of their duties. Students must give priority recognition to the Public Safety staff as authorized and duly deputized officers of the College, as they discharge their duties. Failure to comply with these officials acting in their official capacity constitutes a violation of

the College's Standards of Conduct and will subject the student to disciplinary action, including but not limited to suspension or expulsion.

It is a privilege for a person to operate a motor vehicle on the campus. Each student, faculty, and staff member must agree to comply with the rules and regulations set forth by the College. The College reserves the right to withdraw motor vehicle parking privileges from any person. Upper class students desiring to operate and park vehicles on campus, are required to register their vehicles with the College's Department of Public Safety. Freshmen students are not allowed to register cars on campus. The Vice President for Student Affairs must approve exceptions to this policy. Students must purchase a decal and provide proof of ownership. A vehicle is not registered until a decal is displayed on the vehicle. Motorcycles, motorbikes, and scooters are not allowed on campus. Bicycles must also be registered with the Public Safety Department and the bicyclist must adhere to prescribed rules and regulations.

## **Student's Health and Safety Policies**

### **Firearms and Weapons**

The possession of any weapons, such as, but not limited to, rifles, shotguns, handguns, air guns, BB guns, stun guns, starter pistols, ammunition, and other firearms; knives and blades of any type; metallic knuckles and explosives (to include dangerous chemicals), on college owned property or at college sponsored activities is strictly prohibited. Violators will be subject to arrest and severe disciplinary action, including immediate expulsion from the College.

### **Drugs**

Saint Augustine's College is fully committed to achieving a drugs free environment for its students. As such, the College has a zero tolerance for the possession, the use of, and/or the distribution of illegal drugs. The unlawful manufacturing, use, possession, distribution and sale of narcotics and drugs in any form other than by proper prescription are strictly prohibited on the Campus, on college owned property and at college sponsored events. Violators will be subject to arrest and severe disciplinary action, including immediate expulsion.

### **Alcoholic Beverages**

Saint Augustine's College strictly prohibits the possession and consumption of alcoholic beverages on the campus, college owned property, and college sponsored activities and events. Violators are subject to severe disciplinary action.

### **Smoking**

This habit is a potential health and fire hazard. To create and maintain an environment that is in the best interest of safety, health, and the well being of all students, smoking is prohibited in all college buildings. This policy includes the use of cigarettes, cigars, pipes, etc. Violators will be subject to disciplinary action.

### **Theft**

The wrongful taking of money or property without the consent of the owner is strictly prohibited. This includes college property and the unauthorized taking or consumption of food from the



College dining hall and snack bar. Violators of this policy will be subject to severe disciplinary actions.

### **Fighting**

Students are expected to conduct themselves in a mature and orderly manner at all times. Individuals involved in fighting will be subject to disciplinary action, which could result in suspension or expulsion from the College.

### **Gambling**

Gambling on College owned property or during College sponsored events is strictly prohibited. Violators of this policy will be subject to disciplinary action.

### **Hazing**

Hazing is against North Carolina State law. Any attempt to annoy a student by playing abusive or ridiculous tricks upon him/her, to frighten, scold, beat or harass that student, is strictly prohibited. Violators of this policy will be subject to disciplinary action.

### **Dismissal Provisos**

Saint Augustine's College reserves the right to terminate summarily, and without a hearing, the student's relationship with the College, if it is found that the student has falsified relevant documents, or if student is found in possession of illegal drugs, in possession of any weapons or firearms, or whose conduct and/or presence at the College constitutes a danger to his/her own health or to that of others; or if his/her actions are in disharmony with the objectives of the College, its social regulations or moral codes; or when, in the opinion of College officials, his /her continuing presence is not in the best interest of the College.

### **Personal Counseling Services**

Personal Counseling Services are provided to assist students with their personal growth and development. From the adjustments of being away from home for the first time to the development of personal management skills, students are encouraged to gain self understanding to evaluate their interests and to determine their life planning options. Many of these skills are introduced through outreach workshops presented in the residence halls and other campus locations.

### **Career Services**

These services are provided to assist students in identifying their individual capabilities and interests. Opportunities are provided for the development of these skills through career exploration computer software, mentoring programs with local businesses, and through a variety of career awareness workshops. The development of options for graduate school or full time employment upon graduation is the primary focus for students. The experiential learning component in this area provides students opportunities for cooperative education and internship experiences with local and national employers. Assistance is also provided in finding part time employment opportunities with local private and municipal employers.

## **TRIO Programs**

### **Educational Talent Search and Upward Bound**

Saint Augustine's College sponsors two federally funded programs, which come directly from the Department of Education's TRIO Programs, which were developed in 1965. Educational Talent Search has been serving 1150 participants in 10 Northeastern North Carolina counties since 1970. With a total of 23 high schools and 11 middle schools, ETS provides sixth through twelve graders with services, giving students an equal opportunity to achieving a goal of post-secondary education.

Since 1987, the Upward Bound Project has been preparing 80 participants from Nash, Edgecombe, and Southeast Halifax counties for post-secondary education by not only proving services, but also molding students academically and culturally. The UB Project has two components, the Academic Component, in which the participants meet twice a month during the school year, and the six-week Summer Component in which the participants are housed on the campus of SAC for five-weeks, with the sixth week being comprised of a cultural trip.

Both projects are based in Rocky Mount, NC, sixty miles east of the SAC campus.

### **Academic Achievers Program (Student Support Services)**

The Academic Achievers Program, which is one of the seven federally funded TRIO Programs, was established at Saint Augustine's College in 1978. It is designed to provide support services primarily to 150 Freshmen and eligible Prior Year/Continuing (Upperclassmen) students.

The Program utilizes instructional methods and approaches to aid participants in improving their academic performance. All Academic Achievers Program classes and activities are designed to complement and enrich academic learning experiences. In addition, these classes are divided into small sections to afford students opportunities for feedback from instructors and fellow students, closer monitoring from instructors, and greater participation in classroom instruction.

The Academic Achievers Program is comprised of five major components: Counseling, Tutorial Assistance, Academic Advisement, Cultural Enrichment Activities, and Special Enrichment Courses. Special Enrichment Courses include: English Composition and Mathematics. Provisions are made for continuing students to serve as Mentors and Peer Mentors to freshmen and new students who are Program participants. The Program and services are offered without cost to students who meet the academic need; income and/or first generation; physical disability; eligibility requirements. Students who may have participated in Upward Bound or Educational Talent Search programs prior to college may also qualify for Program participation.

The goal of Student Support Services Program at Saint Augustine's College is to assist 150 low-income, first generation students and individuals with disabilities to remain in College, graduate, and enroll in graduate or professional schools. One hundred (100) new participants are identified and selected each year to replace the graduates or those whose academic need has been

sufficiently met. The following performance or outcome objectives are implemented to meet above stated goal. The objectives are related to the purpose of the program and include the following: to offer support services to low-income students, who are first generation, or individuals with disabilities that will enhance their academic skills; increase their retention and graduation rates; increase enrollment rates in graduate and professional schools, and foster an institutional climate that is supportive of student success.

There is no additional fee charged to students who enroll in these courses. The academic skills assessment is determined by the MAPS test and other diagnostic tests administered to students during the first two weeks of school. An Individual Action Plan is developed for each participant by the instructor(s) with the coordination of the Counselor. The design and components of the plan determines the strategies and skill building techniques to be utilized to more successful academic achievement for each student. Student progress is monitored by the Instructor. Students who need counseling services are referred to the Program Counselor. Students experiencing academic difficulty due to disabilities are also referred to the Counselor for further follow-up. Evaluation of student progress is made based on quizzes; class attendance; satisfactory completion of portfolios, projects, assignments; tests, class participation, mid-term grades, and semester grades.

#### **Academic Achievers Program Model Schedule**

<u>Course/Number/Section</u>			<u>Descriptive Title</u>
ENGL	131	A-	English Composition I
ENGL	132	A-	English Composition II
MATH	130	A-	Introduction to College Algebra
MATH	131	A-	College Algebra

## **Athletics**

Athletics significantly enhances the student's personal development. The Athletic Director heads the Athletic Department. Saint Augustine's College is a member of the National Collegiate Athletic Association (NCAA), Division II, and the Central Intercollegiate Athletic Association (CIAA).

The athletic programs operate under the auspices of the National Collegiate Athletic Association, Division II. The College sponsors the following intercollegiate sports: baseball (men), basketball (men and women), track and field (men and women), golf (men and women), tennis (men and women), softball (women), volleyball (women), and cross-country (men and women) and football. For men and women to be eligible to represent the College in intercollegiate athletics competition, he or she shall be in compliance with all applicable provisions of the constitution and Bylaws of the NCAA and all rules and regulations of the College and Conference(s) or similar association of which the College is a member.

The Falcon Foundation and alumni and friends of the college support the athletic program. Grants-in-aid are based upon the recommendation of the coach of each sport, approved by the Athletics Director, and awarded by the Office of Financial Aid and Scholarship.

Saint Augustine's College boasts many NCAA and Division II championships in track and field, as well as numerous CIAA championships in track and field, volleyball and basketball. The head track coach was selected as track coach for the 2004 United States Olympic Track and Field team.

Intramural sports are also offered in a comprehensive program to provide enjoyable recreational opportunities for the student body. There are ample opportunities for team, dual, and unstructured "free play" activities.



# **Academic Policies**

## **The Mission of Academic Affairs**

The mission of Academic Affairs at Saint Augustine's College is to promote an educational environment that is conducive to life learning across the broad spectrum of liberal arts. An important element of this mission is to prepare students for graduate and professional studies or employment in a complex, diverse, and rapidly changing world. The mission of Academic Affairs is achieved through the promulgation of academic policies that facilitates students' mastery of their chosen discipline, supports their intellectual inquisitiveness, enhances their creativeness, and assists them in examining the ethical and spiritual considerations of their personal and professional conduct. Building on a sound foundation of general education and major requirements, a pedagogically competent faculty works with students to help them become leaders who think critically, understand the global context of knowledge, and appreciate the achievements of the human spirit. Towards this mission, the goals of Academic Affairs are:

- To ensure that students attain competencies in the foundational skills of written and oral communication, mathematics, and computer use;
- To help students acquire a historical perspective of the impact of race, gender and culture and the requirements of citizenship in American society;
- To foster in students a critical understanding of the influence and contributions of diverse cultures in a global context, with particular attention to the contributions derived from the cultures of the African Diaspora including, Africa, the Caribbean, and African-American cultures;
- To provide students with the requisite skills and analytical reasoning ability necessary for the successful pursuit of graduate and professional studies in their major discipline;
- To develop, review, and revise curricula that will prepare students for meaningful careers in governments including employment in business, the military, education, the arts, wellness, and community development; and
- To regularly assess the effectiveness of Academic Affairs in fulfilling its mission through regular evaluations of student outcomes, reviewing comparative institutional indicators of institutional effectiveness, and conducting continuous assessment of faculty teaching.

## **The Academic Year**

The academic year at Saint Augustine's College is divided into two semesters of approximately sixteen weeks, including exams. In addition, the College offers an accelerated Summer Session with two four-week block sessions. Students may begin their matriculation at the College at the beginning of the semesters or at the start of the Summer Sessions.

## **Degrees Awarded**

Bachelor degrees are awarded to students who successfully complete a minimum of 120 credits and who satisfy all other relevant graduation requirements provided in this catalog, which may be amended from time to time. Academic programs at Saint Augustine's College lead to two degrees: a Bachelor of Arts and/or a Bachelor of Science. Candidates for either degree must

complete all courses in their major, including required supporting courses from other disciplines, with a minimum grade of "C." The degrees are awarded in the following majors or areas of concentration.

### **Bachelor of Arts Degrees**

Communication	Music Education
Elementary Education	Political Science
English	Psychology
English Education	Social Studies Education
Exceptional Children Education	Sociology
History	Theater/Film Production
Music	Visual Arts

### **Bachelor of Science Degrees**

Biology	Human Performance and Wellness
Biology Education	Industrial Hygiene and Safety
Business Administration	Industrial Mathematics
Business Education	International Business
Chemistry	Mathematics
Community Economic Development	Mathematics Education
Computer Information Systems	Physical Education
Computer Science	Pre-Medical Sciences
Criminal Justice	

### **Minors**

Accounting	Health Education
Communication	History
Computer Information Systems	Music
Computer Science	Religious Studies
E-Commerce	Spanish
English	Theater/Film
Exceptional Children Education	Visual Arts
French	

### **Graduation Requirements**

Candidates for graduation must have: passed all General Education requirements; earned a minimum cumulative grade point average (GPA) of 2.0; earned a minimum grade of "C" in English 131-132; earned a minimum grade of "C" in all major courses, including required supporting courses from other disciplines; and earned the last 30 hours of course requirements in

a major in residence at Saint Augustine's College. Candidates for graduation are expected to participate in all commencement exercises, unless excused in writing by the Provost and Vice President for Academic Affairs.

Candidates for graduation must apply to their respective advisors to verify their eligibility for admission to candidacy for graduation. The Candidacy for Graduation form must be reviewed and signed by the student's advisor and submitted to the Division Chairperson by October 1 of the Fall Semester immediately prior to the Spring Semester in which the student expects to graduate. The Division Chairperson will review the student's academic record to determine whether all requirements for graduation have been successfully completed.

In summary, in order to be eligible for graduation, students are expected to know and satisfy all relevant degree requirements published in the *Saint Augustine's College Catalog* in effect when they declared their current major, including General Education requirements, division requirements, as well as the major requirements. While students may expect to receive guidance in course selections and assistance in familiarizing themselves with the College's academic policies from faculty advisors, Department Heads and Division Chairpersons, students shall be held responsible for satisfying all requirements necessary to earn their degrees. A student's failure to satisfy all relevant degree requirements is not a basis for making exceptions to the College's academic requirements and/or policies.

Candidates must also be financially cleared with the College. Students should review the Financial Information section of this Catalog for a listing of graduation fees.

### **Independent Study Policy**

Offering courses through Independent Study provides students with an opportunity to complete courses required for graduation, but which may not be offered in the semester needed to complete requirements for the baccalaureate degree. Students needing to complete a required course in their major through Independent Study must obtain an application from the Office of the Registrar.

The application requires prior written approval from the instructor teaching the course; the signature of the Division Chairperson from the academic department offering the course; the signature of the Division Chairperson in the student's major; the signature of the Provost and Vice President for Academic Affairs; and the signature of the Registrar.

The following policies shall govern Independent Study:

1. Independent Study is limited to students who are currently enrolled at Saint Augustine's College who must complete required courses in their major;
2. A student is limited to a maximum of three (3) Independent Study courses. Independent Study may not be used to repeat a course unless otherwise approved by the Provost and Vice President for Academic Affairs; and
3. A student may not enroll in an Independent Study course in any semester that the course is offered as part of the regular schedule of courses.

The faculty member teaching an Independent Study course must:

1. Provide the student with a standard syllabus for the course; and
2. The syllabus must include required meeting dates, weekly assignments/topics and graded assignments including an assignment which forms the basis for a mid-term and final grades.

### **Honor Graduates**

In order to be eligible for honors at graduation, a student must have: completed all requirements for the degree within seven years of enrolling in the College; must have earned a minimum of sixty (60) credits at Saint Augustine's College; earned a cumulative grade point average of 3.40 or greater at the College; and no grades below a "C" for any coursework taken at the College. Recognition at graduation for honors in academic performance is as follows:

#### **Summa Cum Laude**

3.80 to 4.00

#### **Magna Cum Laude**

3.60 to 3.79

#### **Cum Laude**

3.40 to 3.59

### **General Education Mission Statement**

The purpose of the General Education program at Saint Augustine's College is to support the College's mission by ensuring that its graduates are competent in reading, writing, oral communication, and fundamental math skills; acquire an understanding of the influence that History and the Visual and Performing Arts play in their professional and personal lives; and a consideration of ethical implications of personal and professional conduct. The distribution of the General Education core of courses is designed to provide students with a broad based liberal arts educational core which is intended to develop students' critical thinking and prepare them for life long learning. The General Education core facilitates students' academic, social, and spiritual development for education, employment, and life in a complex world.

### **General Education Goals**

Students who graduate from Saint Augustine's College share certain characteristics based on common learning experiences. On the completion of the General Education course requirements, students should:

- Think critically and demonstrate a high level of proficiency in written and oral expression;
- Understand and apply mathematical concepts;



- Understand essential elements in the physical and natural sciences and the methods for evaluating them;
- Possess a basic understanding of social and behavioral sciences, and of the human environment and think in an informed manner about social and political issues;
- Possess an appreciation of cultural and spiritual values, creative expression and the history and experience of human society through courses in the humanities, fine arts, and languages;
- Reflect upon ethical and spiritual questions related to their intellectual interests, social responsibilities, and personal growth; and
- Know how to lead a healthy lifestyle based upon an understanding of the importance of exercise and the principles of physical and natural science.

### General Education Requirements

General Education requirements for all majors consist of a series of courses from the Divisions of Education, Liberal and Interdisciplinary Studies, Natural Sciences and Mathematics, and Social Sciences. Every student is required to complete the following forty-seven (47) academic credit hours. General Education requirements may not be used to satisfy requirements in the major.

Foundations of Learning*			Hours
GED	112	Freshman Studies*	.5
GED	112L	Freshman Studies Lab*	.5
Total			<hr/> 1
	*	Transfer students who have earned 24 or more credits from a former institution are exempt from the Freshman Studies requirement. We do not transfer Orientation Classes.	
English**			
ENGL	131	English Composition I	3
ENGL	132	English Composition II	3
Total			<hr/> 6
	**	All students are required to earn a minimum grade of "C" in English 131 and 132. Students must satisfactorily complete ENGL 131 with a "C" or better before enrolling in ENGL 132.	
Modern Foreign Languages			
FL		Foreign Language I (French, German or Spanish)	3
FL		Foreign Language II (French, German or Spanish)	3
Total			<hr/> 6
Ethics			
PHIL	432	Ethics	3
History			
HIST	231	American History I	3
HIST	232	American History II	3
		or	
HIST	133	World Civilization I	3
HIST	134	World Civilization II	3
Total			<hr/> 6
Mathematics			
MATH	131	College Algebra (and/or any higher courses)	3
Natural Sciences			
Biological Sciences (select one)			4
BIOL	131	Fundamentals of Biology & Lab	

BIOL	133	Principles of Biology & Lab and	
<b>Chemistry and Physics (select one)</b>			4
CHEM	131	Fundamentals of Physical Science & Lab	
IHS	100	Environmental Health & Lab	
Total			8
<b>Social Sciences (select one)</b>			3
CED		Community Economic Development Discipline	
CJ		Criminal Justice Discipline	
PLPS		Political Science Discipline	
PSYCH	*	Psychology Discipline	
SOC		Sociology Discipline	
<b>Liberal &amp; Interdisciplinary Studies</b>			
LIS	221	Interdisciplinary Perspectives Through the Humanities (Non-repeatable, topics vary)	3
COMM	201	Communication Skills	3
<b>Elective* (Select one)</b>			3
ART	**	Art Discipline	
ENGL	**	English Literature Discipline	
MUSIC	**	Music Discipline	
PHIL	**	Philosophy Discipline	
REL	**	Religion Discipline	
TDF	**	Theater/Film Discipline	
Total	**		9
	*	Six semesters of a musical ensemble (i.e., Band, Jazz Band, Choir) will substitute for the three hours of Liberal and Interdisciplinary Studies elective requirement for non-music majors.	
	**	Courses selected should not have a prerequisite requirement unless approved by the Division Chair or Department Head.	
<b>Health &amp; Physical Education*</b>			
PE	101	Wellness Concept and	1
(Select two)			
PE	104-	Physical Activities	.5
	117	Physical Activities	.5
		or	
MS**	101	Foundations of Officership	
MS**	102	Basic Leadership	
MS**	201	Individual and Leadership Studies	
MS**	202	Leadership and Teamwork	
Total			2
	*	Participation in a physical activity may be waived only upon the submission by the student prior to the beginning of the course with appropriate documentation to support the waiver. Such documentation may include, but is not necessarily limited to, a written recommendation by a medical doctor clearly stating that the student is incapable of engaging in the physical activity. Such information must be made available to the head of the Physical Education Department and the Provost of the College.	
	**	Participation in ROTC 101-102 and 201-202 is subject to admission to the Army Reserve Officers Training Corps as well as the satisfaction of ROTC requirements.	

### Total General Education Requirements

**47 hours**

Students should make every effort to complete all General Education requirements in their freshman and sophomore years. One course may not be used to satisfy two (or more) requirements. Hence, General Education courses may not be used to satisfy requirements in the student's major, Divisional requirements or requirements for the minor. Physical activity

requirements may be satisfied by proof of having served at least one year on active duty in any branch of the United State Armed Forces and/or by proof of having served at least one year in the Reserves in any branch of the United State Armed Forces.

#### **Time Limit (Seven-Year Rule)**

Students matriculating as degree students at Saint Augustine's College are allowed seven consecutive years to complete degree requirements under the catalog in effect under which they entered the College or was in effect when they declared their current major, whichever event is the most recent. If students have not met the requirements for graduation under the Catalog within the seven-year time frame, they will be denied eligibility for graduation under that Catalog. Students whose time limit has expired will be graduated under the current College Catalog. Students exceeding the seven-year time limit may appeal in writing to the Provost and Vice President for Academic Affairs for exceptions to this rule.

#### **Residence Requirements: 30-Hours Rule**

All recipients of the baccalaureate degree program are required to complete the final thirty (30) semester hours of academic credit in residence at Saint Augustine's College. The student should be enrolled at the College during the year in which the degree is granted. This requirement also applies to transfer students who are admitted to the College coursework taken within the Cooperating Raleigh College Consortium is considered "in residence." The department head, the Division Chairperson, and the Provost and Vice President for Academic Affairs must give prior written approval to students, who have attained senior classification, for a waiver of the 30-hour rule and to pursue course requirements for graduation, including General Education as well as major requirements in the major, at CRC institutions. Official transcripts from the CRC institutions where academic credit was earned must be forwarded to the Office of the Registrar prior to Commencement. Students who have earned a grade of "D" or "F" in a course required for graduation while enrolled at the College must repeat that course at Saint Augustine's College and obtain a grade of "C" or better. Exceptions to residence requirements may be made by the Provost and Vice President for Academic Affairs in conjunction with the approval support of the Division Chairpersons and the Department Heads.

#### **Earning a Second Baccalaureate Degree**

Students wishing to pursue a second degree are responsible for initiating and coordinating any action relating to the majors, whether pursuing two degrees concurrently or successively. Saint Augustine's College will not permit a student to earn more than two baccalaureate degrees.

Prior to pursuing courses in the second major, students are encouraged to meet with the Department Heads and the Division Chairpersons to obtain a full understanding of the courses and/or other requirements necessary for graduation. Division Chairpersons, Department Heads, and faculty advisors are encouraged to meet regularly with students pursuing a second bachelor's degree to insure that candidates for a second degree remain thoroughly familiar with all graduation requirements.

With the exception of a minimum of 47 hours of General Education credit, students may not use one course to satisfy two sets of academic requirements. Students pursuing a second bachelor's degree at the College will not be awarded credit towards the second major for courses that were required to complete the first major. Thus, students who plan to graduate with two degrees and dual majors must satisfy the requirements for each major, including all supporting courses and

electives with separate courses. Credit for supporting courses completed at another institution for other than the first major may be transferred to Saint Augustine's as part of the maximum number (i.e., 90) of transferable credits. Students who satisfy all graduation requirements for two degrees shall receive two diplomas. Students pursuing a second degree at the College must satisfy all internal graduation requirements of the division in which their majors are located.

### **Concurrent Pursuit of A Second Degree at Saint Augustine's College (Dual Degree)**

A student may earn two degrees concurrently at Saint Augustine's College by meeting the following requirements:

- Earn a minimum of 60 hours at Saint Augustine's College;
- Receive written approval from the Division Chairperson in which the second major is located;
- Meet all graduation requirements for both degree programs;
- Satisfy all requirements for the two majors with separate courses; and
- Earn a grade of "C" or better in required majors coursework.

### **Successive Pursuit of a Second Degree**

Students who already hold a baccalaureate degree either from Saint Augustine's College or another regionally accredited college or university may earn a second baccalaureate degree at Saint Augustine's College by meeting the following requirements:

- Complete a minimum of 30 credit hours towards the requirements for the second baccalaureate degree at Saint Augustine's College;
- Satisfy all current requirements for the second major, including all course prerequisites;
- Earn a grade of "C" or better in the required major coursework; and
- Earn a cumulative grade point average of 2.0 or higher in all coursework earned at Saint Augustine's College.

Students who have previously earned a baccalaureate degree at Saint Augustine's College or at another regionally accredited institution and who wish to acquire a second baccalaureate degree from Saint Augustine's College must satisfy the current major requirements in effect when they enroll for the second baccalaureate degree.

### **Semester Credit Hours**

A semester credit is defined as one 50-minute class per week (or its equivalent) for one semester. For example, a three-hour class may meet for three 50-minute periods per week, for two 75-minute periods per week, or for a combination of the two formats a week for one semester. Laboratory and studio classes normally require two to four hours in class per week to be equivalent to one semester hour.



### **Credits Earned at Accredited U.S. Colleges**

Once a student has matriculated at Saint Augustine's College, he/she may not pursue courses at another accredited college or university as transfer credits towards a degree without obtaining, in advance of registration for such courses, written approval from the Department Head, the Division Chairperson, and the Provost and Vice President for Academic Affairs. Courses taken without such approval may not be accepted by the College. Further, after a student has earned 65 or more semester hours of academic credits at another college, credits earned after enrolling in Saint Augustine's College from a junior college, community college, technical institute or other comparable institution will not be accepted as transfer credits.

Credits earned by students transferring from regionally accredited community colleges and/or technical institutes will receive appropriate credit for courses completed. The student must, however, meet the requirements of the Saint Augustine's College major, even if this involves pursuing freshman and sophomore level courses. The respective Division Chairperson and/or Department Head will review the record of the transfer student and will make the final recommendation on courses applicability towards the major. This rule will also apply in cases where the transfer student has earned the Associate of Arts or the Associate of Science degree from a state-approved program or programs approved by the Southern Association of Colleges and Schools. All transfer credits will be evaluated where applicable, but will not be computed in the grade point average at Saint Augustine's College.

### **Credits Earned at Foreign Colleges**

Students transferring credit from courses taken or degrees completed at Colleges and/or Universities in foreign countries must have their transcripts forwarded to either World Educational Services (WES) or Educational Credential Evaluators, Inc., (ECE) for the evaluation of foreign educational credentials. The student should request that the transcript evaluation be sent from WES or ECE to the Office of the Registrar at Saint Augustine's College. The student must also provide the Office of the Registrar with an official copy (including the foreign college's or university's seal or stamp) on the transcript. The Registrar shall forward a copy of both the transcript and WES' or ECE's evaluation of the transcript to the Department Head. The respective Division Chairperson and/or Department Head will review the transcript and the transcript evaluation of the (international) student and will make the final determination on courses to be taken and/or credit accepted towards the degree. The (international) student must, however, meet the graduation requirements as found in the current *Saint Augustine's College Catalog*, even if this involves pursuing freshman and sophomore level courses.

### **Cooperating Raleigh Colleges (CRC)**

Through an agreement with North Carolina State University, Shaw University, Meredith, Peace, and Saint Mary's Colleges (i.e., the Cooperating Raleigh Colleges or the "CRC"), students may take courses and pursue programs of study, including courses leading to a minor, when such courses are not offered at Saint Augustine's College. Credits earned through the CRC are not considered transfer credits and, therefore, are computed in the students' semester and cumulative grade point averages. Students who are enrolled at Saint Augustine's College and who are interested in taking courses through the CRC must receive written permission prior to registration at the CRC institutions from the Department Head, the Division Chairperson and the

Provost and Vice President for Academic Affairs. During the summer there is no inter-institutional program with local colleges.

Students who have previously enrolled in courses at Saint Augustine's College and who received a grade of "D" in courses required in the major must repeat such courses at Saint Augustine's College. Where there are extenuating circumstances that students believe warrant consideration in the application of this policy, students should appeal in writing to the Department Head of the department in which the course is offered and written authorization must be granted prior to enrolling in the course through the CRC by the Division Chairperson and the Provost and Vice President for Academic Affairs. Students who attend North Carolina State University and are not certified as North Carolina residents must pay additional tuition, and/or fees to North Carolina State University above the tuition and fees charged at Saint Augustine's College.

### **Credit by Examination**

#### **College Level Examination Program (CLEP)**

CLEP is a national program of credit-by-examination that offers students the opportunity to obtain recognition for College-level achievement. CLEP offers two types of tests: General Examinations and Subject Examinations. CLEP credits will be reflected on the student's transcript as transfer credits. No more than twenty-four (24) hours of credit can be received through CLEP tests for both general and subject examinations combined.

Credit will be granted to students achieving scores of 50% or more on the general exams. The College will accept for college credit the mean score (or above) achieved by students in the national norm groups who earned grades of "C" in comparable courses. No credit may be granted for CLEP tests, which are repeated. If a student fails a CLEP test, then retakes the test, the student may not receive credit even if the subsequent score meets criterion.

The amount of credit to be awarded is to be determined by the Director of the Honors Program in consultation with the Department Head and Division Chairperson in whose department/division the test falls. Credit will be granted only when an official CLEP score report is sent directly from the College Board to the Office of Registrar. Duplicate reports, examinee's copies or score reports received in any other manner, with the exception of a CLEP examination administered at the College are not acceptable.

### **Advanced Placement Examinations**

#### **PART A**

Saint Augustine's College awards advanced placement and/or degree credits for certain college-level courses based on the results high school students may obtain on some of the *College Examination Board* Advanced Placement Examinations. A list of credits, which are acceptable by Saint Augustine's College, has been included in the following chart. Students who wish to receive Advanced Placement for subjects not listed below, and who have an earned a score of 3 or higher, should request that their examination scores be reviewed by the Division Chairperson and Department Head of the department in which the subject is located for the assignment of Advanced Placement credit. Students desiring to receive credit for Advanced Placement examinations should request that the examination scores be sent to the Office of Admissions at Saint Augustine's College by writing to:

Advanced Placement Service  
Post Office Box 6671  
Princeton, New Jersey 08541-667

## **PART B**

Additionally, Advanced Placement credits may be awarded to high school students who have enrolled in selected courses at the College upon enrolling as a matriculating student at Saint Augustine's College. (Under certain circumstances, high school students classified as junior or seniors, with a grade point average of 3.00 or better, and letter of recommendation from their high school principal, may be granted permission to take College course work. Upon matriculation and approval by the Division Chairperson and Department Head of the department in which the course was taken at Saint Augustine's College, the student will be granted college credit.)

<b>Advanced Placement Examination</b>	<b>Score</b>	<b>Course Eligible for Exemption</b>		<b>Credits Awarded</b>
Art History	5, 4 or 3	ART 130	Art Appreciation	3
		ART 331	Survey of Art History	3
Art Studio		ART 132	Color and Design	3
		ART 134	Drawing	3
Biology	5 or 4	BIOL 131	Fundamentals of Biology	4
		BIOL 133	Principles of Biology I	4
		BIOL 134	Principles of Biology II	4
Chemistry	5 or 4	CHEM 141	General Chemistry	4
		CHEM 142	General Chemistry/Quantitative Analysis	4
	5 or 4	CHEM 110	or General Chemistry	4
Economics	5, 4 or 3	ECON 235	Principles of Microeconomics	3
		ECON 236	Principles of Macroeconomics	3
English				
Literature/Composition	5, 4 or 3	ENGL 131	Writing/Reading Across the Curriculum	3
Language/Composition	5, 4 or 3	ENGL 132	Writing/Reading Across the Curriculum	3
<b>French</b>				
Language	5, 4 or 3	FREN 131	Elementary French I	3
Literature	5, 4 or 3	FREN 331	Survey of French Literature	3
German	5, 4 or 3	GERM 131	Elementary German I	3
<b>Government/Politics</b>				
American	5, 4 or 3	PLPS 131	American National Government	3
Comparative	5, 4 or 3	PLPS 332	Comparative Politics	3
<b>History</b>				
American	5, 4 or 3	HIST 231	History of the United States	3
European	5, 4 or 3	HIST 232	or	3
			History of the United States	
<b>Mathematics</b>				
Algebra	5, 4 or 3	MATH 131	College Algebra	3
Calculus	5, 4 or 3	MATH 231	Analytic Geometry and Calculus I	3
	5 or 4	MATH 232	Calculus II	4



<b>Music</b>					
Listening/Literature	5, 4 or 3	MUSIC	135	Music Appreciation	3
Theory	5, 4 or 3	MUSIC	131	Music Theory I	3
		MUSIC	132	Music Theory II	3
<b>Physics</b>					
Physics B	5, 4 or 3	PHYS	241 or 242	General College Physics	
Physics C		PHYS			4
Mechanics, Electricity/ Magnetism	5, 4 or 3	PHYS	243	General Physics	4
		PHYS	244	General Physics	4
<b>Spanish</b>					
Language	5, 4 or 3	SPAN	131	Elementary Spanish I	3
	5, 4 or 3	SPAN	331	Survey of Spanish Literature	3

### Military Credit

Credit earned while a student was a member of the United States armed forces, including credit earned for military training, may be accepted at Saint Augustine's College upon review by the Department Head and Division Chairperson and upon the written approval of the Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs may require that the student submit an evaluation of credit earned while in the armed forces from such national organizations as the American Council on Education.

### Class Load Limits and Excess Credits

The minimum academic load during a semester for a regular, full-time student is 12 semester hours. The normal full-time class load is defined as 12 to 18 semester hours per semester. A class load in excess of 18 hours is considered an overload and will require the approval of the Department Head, Division Chairperson and written authorization from the Provost and Vice President for Academic Affairs. A student whose cumulative grade point average is less than 3.00 may not register for overload hours in any semester. **No freshman may take an overload.** Authorization for registering for excess credits must be granted in writing by the last day of registration as reported on the College's current academic calendar for the semester in which an overload is requested. Additional tuition and fees will be charged (see the section of this catalog on Financial Information) for overloads. Students with class loads of less than 12 hours are part-time and will be billed accordingly.

### Classification of Students

Students are classified as Freshman at the time the student enrolls at the College. The classification of students is based upon the number of credits earned as follows:

#### Freshman

0 - 29 semester hours

#### Sophomore

30 - 59 semester hours



**Junior**

60 - 89 semester hours

**Senior**

90 semester hours and above

**Full-time**

Students who are pursuing a minimum of 12 semester hours

**Part-time**

Students who are pursuing less than 12 semester hours

**Class Attendance**

With the intent of optimizing student performance and ensuring that students have the opportunity to achieve academic success, students are expected to attend all classes. Faculty members shall provide as part of their course syllabi a clear explanation of their policy on unexcused absences and class attendance including the consequences of violating their policy. The faculty member's policy on unexcused absences and class attendance must be distributed to students within the first week of classes each semester. Excessive absences may result in a failing grade. It is the sole responsibility of the student to withdraw from a course they are no longer attending prior to the published deadline on the Academic Calendar. The instructor may administratively drop students failing to attend the first week of any class. The instructor must notify the Registrar's Office immediately upon this request.

Students who occasionally fail to attend class may have a valid documented reason for their absence. Students who possess acceptable documentation for their absence from class will be allowed to make up and/or complete class assignments, tests, quizzes, papers, etc. Students must, whenever possible, provide prior notice to the faculty of their intended absence and upon the request of the faculty provide documentation that will account for their absence on the date(s) of the class assignments, tests, quizzes, papers, etc. For example, faculty members may request that students provide documented evidence of:

**Personal Sickness**, e.g., a written statement from a nurse, doctor, or hospital records.

**Death In Family**, e.g., a funeral program, documentation from the funeral director, and/or minister.

**Emergencies**, e.g., appropriate evidence sufficient to document the particular emergency.

**Participating in Required School Activities**, e.g., a written statement from the appropriate College official such as a coach, band director, choir director, etc.

Students on academic probation are allowed no absences unless approved the Director of Academic Advising. Students failing to meet this condition of academic probation are subject to suspension.

The academic divisions of the college may adopt supplementary rules on attendance not inconsistent with these general rules with the approval of the Provost and Vice President for Academic Affairs. The Provost and Vice President of Academic Affairs has the authority to suspend any student who fails to meet scholarship requirements or to abide by academic regulations.

### **Academic Warnings**

A student is placed on academic warning when the student's semester grade point average is below 2.00, but the cumulative grade point average is 2.00 or higher.

### **Academic Probation**

Students must maintain a cumulative grade point average of 2.0 or higher not to be placed on academic probation. Students whose cumulative grade point average (GPA) falls below a 2.0 at the end of any given grading period (semester) are automatically on academic probation. Students on academic probation are restricted to thirteen (13) credits per semester. Students shall remain on academic probation until their cumulative GPA rises to a 2.0 or better, and students must abide by the 13 credit hour limit during the entire period of their probation. Probationary status is reviewed at the end of each semester and students who fail to abide by the credit limits for probation may have their schedules administratively adjusted by the Registrar in order to insure compliance with the College's policy on academic probation.

### **Academic Suspension**

Academic suspension occurs automatically at the end of the Spring semester when a student fails to meet the Standards of Minimum Progress listed below. A student who has been academically suspended may improve his/her academic standing by attending Summer School at Saint Augustine's College. Attendance of Summer School, however, does not result in automatic readmission to the College. Students may be readmitted to the College at the discretion of the Provost and Vice President for Academic Affairs.

Students who are academically suspended must submit a letter of appeal to the Provost and Vice President for Academic Affairs. Such appeals shall be in writing and must be submitted thirty days prior to the start of the term in which the student is requesting readmission. Students who are readmitted after academic suspension are on academic probation and must meet the requirements for students on academic probation until their cumulative grade point average (GPA) is a 2.0 or better. A student who has been readmitted following academic suspension and who maintains a current term GPA of 2.0 or better shall not be academically suspended although his/her cumulative GPA at the end of the Spring semester may be less than a 2.0. Students receiving a second academic suspension must wait one complete year before applying for readmission.

### **Standards of Minimum Progress**

In order to avoid being academically suspended from the College, a student must meet the following minimum standards of progress:

GPA = \_\_\_\_\_  
*attempted hrs*

- At the end of the first year  
(Minimum of 24 attempted credits), a student has earned a cumulative GPA of 1.75;
- By the end of the second year  
(25 to 48 attempted credits), a student has earned a cumulative GPA of 1.85;
- At the end of the third year  
(49 to 72 attempted credits), a student has earned a cumulative GPA of 2.0;
- At the end of the fourth year  
(Minimum of 73 attempted credits), a student has earned a cumulative GPA of 2.00.

## Grading

The grading system is based upon semester hours. The faculty may award the following grades:

Letter Grade	Description	Numeric Grade	Quality Points Per Semester Hour of Credit
A	Excellent	90 and above	Four
B	Good	80 to 89	Three
C	Fair	70 to 79	Two
D	Passing but poor	60-69	One
F	Failure	Below 60	None
I	Incomplete	Quality points will not be used to compute the student's term GPA.	

Please note:

- Students must pass all courses in the major including supporting courses from other disciplines, with a grade of "C" or better. Thus, students who receive a grade of "D" or "F" in any course in the major are required to repeat that course at Saint Augustine's College.
- W Withdrawal– Non-Punitive (not used to compute the student's cumulative GPA)

## Grade Change Policy

It is the College's policy that once a final grade is recorded, no changes are allowed. The only exceptions to this policy are as follows:

An "I" (incomplete) grade may be given in exceptional cases to a student whose work in a course has been satisfactory, and, due to documented illness or other documented emergencies beyond the student's control, he/she has been unable to fulfill specific course requirement(s) such as the final examination, a notebook, an experiment, a research or term paper. The student must complete the work by the last day to withdraw from classes of the next semester following the granting of an incomplete ("I") grade; otherwise, the "I" grade is automatically converted to an "F". Although a petition for the "I" grade may be initiated by the student or by a faculty member, the recording of the "I" grade must be approved by the Department Head and by the Division Chairperson. The Office of the Registrar provides faculty with a special form for the removal of an "I" grade. The grade must be removed by the last day to withdraw from classes as stated on the academic calendar or the incomplete ("I") will automatically convert to failure ("F"). An incomplete grade (I) shall not be recorded as a mid-term grade by a faculty member.

Recording error(s) and/or miscalculations of a grade, must be changed no later than the end of the semester following the recording error or miscalculation. Grade changes must be approved by the Provost and Vice President for Academic Affairs and supported by the Department Head



and the Division Chairperson. All grade changes requested because of recording error(s) and/or miscalculations of a grade must be supported by documentation from the faculty member who made the error; i.e., grade books, papers and examinations and calculation records.

### **Credit for Repeating a Course**

Students are permitted to repeat only courses in which a grade of "D", "F" or "W" has been earned. The grade that is used in the highest according to the computer program. Students must repeat all courses in the major including supporting courses required in other disciplines, as well as selected General Education courses in which a grade of "D" (or "F") was received (see General Education section for those courses). In order to receive credit for repeating a course, the new course must contain the identical (i.e., course, prefix and number) with regards to the department in which the two courses are located. The repeated courses must be taken at Saint Augustine's College. The student's transcript will reflect that the course has been repeated.

### **Grade Reports**

Grade reports are mailed to each student at the end of each semester. A copy of the grade report is mailed to 1) the student at the home address of record; and, 2) the parent or guardian, if requested in writing by the student. After grades are submitted by the instructor, they are processed and issued by the Office of the Registrar. Students should examine their grade report carefully. If no grade report is received, the student should contact the Office of the Registrar immediately.

Any error in a grade report must be reported in writing by the student who received the grade or by the instructor who issued the grade to the Department Head and the Division Chairperson by the last day to withdraw from class (as reflected on the College's current academic calendar) in the semester following the issuance of the grade. Any grading error not reported by such time shall become the permanent grade on the student's transcript.

### **Dean's List and Honor's List**

The Dean's List is achieved by having a semester grade point average of 3.00 and above for a minimum of 12 credit hours and the Honor's List is achieved by having a cumulative grade point average of 3.00 or above for a minimum of 24 credit hours.

### **Dropping Classes**

Students may drop classes without academic penalty according to the deadline published in the College's current academic calendar. Students are advised that discontinued attendance does not constitute dropping a class. Failure to report for any class that appears on students' schedules or discontinuation of attendance without officially dropping the class or withdrawing from the course or the college will result in a grade of "F," which is computed in the semester and cumulative averages. Students should refer to the Financial Information section of this catalog to determine the billing and financial impact of, if any, dropping classes.

### **Withdrawal from a Course**

Withdrawing from a course is recognized as officially and permanently leaving that course after the drop/add period. Students may withdraw from a course according to the deadline published in the College's current academic calendar. Students who desire to withdraw from a course



should secure a Course Withdrawal Form from the Office of the Registrar. Processing of the withdrawal form will begin after the student has returned it to the Office of the Registrar, with the signatures of their academic advisor and the Division Chairperson in the student's major. Students officially withdrawn from a course are assigned a permanent grade of "W" by the Registrar. Students should refer to the Financial Information section of this catalog to determine the billing and financial impact (if any), of withdrawing from a course.

### **Withdrawal from the College**

A student is not officially withdrawn until an application has been signed by the appropriate college administrators and returned to the Office of the Registrar. Students are encouraged to notify their instructors when withdrawing from the College. College property (such as dorm keys and ID cards) must be returned to the Office of Student Affairs at the time of withdrawal. Upon completion of the withdrawal procedure, the student's transcript is annotated with a grade of "W" for all courses in which a student is enrolled at the time of withdrawal as well as the date of withdrawal. A student who stops attending class and/or leaves the College without processing a formal withdrawal application form shall receive an "F" grade in each course in which the student is registered.

A student may withdraw from the College at any point up to two weeks before the date for the start of final exams. Students should refer to the dates listed on the current academic calendar. Students who withdraw from the College and who do not re-enroll for one academic year must meet the requirements of the current catalog, including General Education, as well as requirements in the major. Students who have withdrawn from the College and more than an academic year has passed since they re-enrolled may appeal in writing to the Provost and Vice President for Academic Affairs for a review of circumstances that may warrant consideration of an exception to the application of this rule. Students should refer to the Financial Information section of this catalog to determine the billing and financial impact, if any, on withdrawing from the College.

### **Family Educational Rights and Privacy Act**

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, gives students the right to: (1) inspect and review their educational records; (2) consent to release educational records to a third party; (3) request amendment of information believed to be incorrect that is included in the educational records; and (4) be notified to their rights under FERPA. Also under FERPA, the student must authorize, in writing, the release of any part of his/her records including grades. It is the policy of Saint Augustine's College to comply with the terms and conditions of FERPA.

### **Majors and Minors**

#### **Declaring the Major**

Students may declare their major discipline of study when they are admitted to Saint Augustine's College and they will be assigned an academic advisor from the department or division in which the student's major is located. Students who do not declare a major at the point at which they are admitted to the College are regarded as "Undecided" and will be assigned an academic advisor from the Lower Division Program.

**Concentrations Within a Major**

A concentration is a series of defined courses, usually nine (9) to twelve (12) hours, required within the major course requirements. A concentration provides the student with an increased measure of proficiency in a specific area within the chosen major. These courses, selected in conjunction with the academic advisor, generally carry the course prefix of major courses offered by the division. A major concentration is not printed on the College transcript.

**Change of Major**

The Change of Major form is required in order for students who were formerly “Undecided” to declare a major or for students to change their current major. A Change of Major Form is available from the Office of the Registrar and students must secure the appropriate signatures and return the form to the Registrar. When students change their major, however, they are required to satisfy the current requirements in effect at the time the Change of Major form is completed.

**Qualitative Performance in the Major**

Students must earn a grade of “C” or better in all courses in the major, including supporting courses required in other disciplines. Courses in the major in which a grade of “D” or “F” was received must be repeated at Saint Augustine's College.

**Declaring a Minor**

Students may declare a minor (in departments in which there are published requirements for a minor) in departments other than the one in which their major is located. The minor must be published in the *Catalog*. A student who wishes to minor in a particular discipline must successfully complete eighteen (18) credit hours of required courses in the minor. Students who successfully complete the requirements for a minor shall have the minor indicated on their transcript. No course at Saint Augustine's College may be used to satisfy two or more requirements. Thus, the 18 credit hours must be in elective courses that the student is not using to meet General Education, Divisional, Departmental, or major requirements. In order to successfully complete a minor, students must earn a grade of “C” or better in all courses required in the minor. Students who have earned a grade of “D” in a course required in the minor but who have otherwise completed all other requirements for graduation may graduate but will not have the minor recorded on their transcript. Students are advised to confer with the department heads in which the minor is offered prior to declaring a minor.

## **Academic Honor Code**

### **Academic Dishonesty**

The primary mission of the faculty at Saint Augustine's College is to teach students the major paradigms and the content of their respective discipline. The faculty encourages each student to achieve the highest academic ideals. The faculty also strives to make certain that their evaluation of students' academic performance accurately reflects each student's true merit. Because academic dishonesty interferes with the faculty's mission of educating and evaluating students, academic dishonesty will not be tolerated at Saint Augustine's College. The policy of the College is that any student found to have engaged in academic dishonesty shall fail the assignment and may fail the course. The student may also be referred to the Division Chairperson in which the student's major is located and to the Provost and Vice President for Academic Affairs for additional disciplinary action by the College. All instances of academic dishonesty are subject to the full range of penalties at the College's disposal.

### **Penalties for Academic Dishonesty**

Any student found to have engaged in academic dishonesty at the College shall fail the test or assignment for which the student cheated and may be subjected to one or more of the following penalties including: failure of the course in which the academic dishonesty occurred; written reprimands from the Department Head, Division Chairperson, and/or the Provost and Vice President for Academic Affairs; and suspension and/or expulsion from the College. A student shall be suspended for a specified period, not to exceed two years. On the other hand, expulsion is the permanent separation from the College. Depending on the severity of the academic dishonesty, a student may be suspended or expelled although the accused student has never received a lesser penalty for previous academic misconduct. Finally, when an act of academic dishonesty is found to invalidate a major academic requirement for a degree, then the penalty may include a recommendation to the Provost and Vice President for Academic Affairs to revoke a certification or not grant a certification and/or to revoke a degree. Students who have engaged in academic dishonesty may also be required to participate in counseling, take reduced credit loads, and/or be denied admittance to certain majors or programs. In addition to the aforementioned penalties, other sanctions may be imposed, such as, but not limited to, financial restitution, campus or community service, and additional educational requirements.

### **Types of Academic Dishonesty**

Below is a list of common forms of academic dishonesty. The list is not intended to be an exhaustive representation all of the possible forms of academic dishonesty.

#### **Cheating**

Cheating is the use of or the attempted use of unauthorized information such as books, lecture notes, study aids, answers or other materials from students and/or other sources, for the purpose of submitting a part or all of the unauthorized information as one's own individual effort in any class, clinic, assignment, or examination. Helping or attempting to help another student commit any act of academic dishonesty is also a form of cheating.



**Plagiarism**

Plagiarism is the submission, either orally or in writing, of words, ideas, drawings, or other works of another person as one's own without providing the appropriate citation or otherwise referencing the source of such words, ideas, drawings, or other works of another person for the purpose of receiving credit for having completed an academic assignment.

**Abuse of Academic Materials**

Abuse of Academic Materials is destruction of the College's property including defacing the College's academic resource materials stored in the library, archives, faculty and administrative offices.

**Stealing**

Stealing is the unauthorized taking, or withholding the property of another and thereby permanently or temporarily depriving the owner of its use or possession.

**Lying**

Lying is making any oral or written statement, which the student knows, or should know, is not true or accurate.

**Academic Dishonesty Appeal Process**

The procedure for resolving disputes of academic dishonesty or for resolving any dispute concerning a student's academic standing at Saint Augustine's College is the Academic Dishonesty Appeal Process. The Academic Dishonesty Appeal Process requires that a student first discuss the academic dispute with the faculty member who accused the student, or assigned the grade, or initiated the penalty, or with whom the dispute first surfaced.

If the dispute is not resolved in conversation(s) with the faculty member, the student shall next address the matter with the head of the department in which the course is taught. The Department Head shall: investigate the matter thoroughly; make a record of the relevant evidence; make a determination about the nature of the dispute or appropriateness of the accusation, the grade, or the penalty imposed on the student. If the matter is still in dispute following the investigation and determination by the department head, the student has a right to appeal to the Division Chairperson in which the dispute arose. In cases where the recommended penalty is that the student be suspended or expelled, or where the student's degree or certification is revoked, students may appeal in writing to the Provost and Vice President for Academic Affairs.

Specifically in cases involving allegations of academic dishonesty students shall be provided with: (1) adequate notice of any offense with which they are charged; and, (2) an opportunity to be heard by the Division Chairperson in which the offense is alleged to have occurred. The penalty imposed by (or approved by) the Division Chairperson shall be based on evidence collected and recorded by the faculty member, the Department Head, and/or the Division Chairperson. The Division Chairperson in which the student's major is located shall also be notified of the academic dishonesty and of the penalty imposed by the Division Chairperson in which the academic dishonesty occurred.



## **Special Academic Programs**

### **The Gateway Lifelong Learning Program**

The mission of “The Gateway Lifelong Learning Program” is to offer non-traditional, continuing and alternative academic educational opportunities for adult learners. The Gateway Program is designed to give working, non-traditional and community college transfer students an option to pursue a degree and/or personal/professional development. Scheduling of courses, academic content, the teaching/learning style, accessibility and convenience characterize the non-traditional educational programs which help adult learners cope with the pressures of life, including those of home and work, while completing their educational objectives and goals. These academic programs address the learning needs of employed adults who prefer an educational delivery system that is participatory and experientially related to the workplace. An example of an educational program consistent with the lifelong learning philosophy, is the Organizational Management (OM) major, which is offered through the College’s Gateway Program. This unique program offers an ideal alternative academic opportunity for the employed adult to complete the Bachelor of Science degree in an accelerated format while attending class one evening per week. The Organizational Management major enables adult learners to develop

- interpersonal skills;
- written and oral communication skills;
- problem-solving and decision-making skills;
- understanding of research techniques and applications;
- self-knowledge and self-image growth; and
- self-reliance and leadership skills.

### **Admission Policies**

Adult learners must have earned a high school diploma or GED Certificate. Saint Augustine’s College welcomes applications from community colleges and from four-year colleges and universities that are accredited by the State of North Carolina or by a duly authorized regional accrediting agency. While the Office of Admissions makes an initial review of courses taken at other institutions, the official evaluation for transfer credit is done by the Registrar, and eligible transfer credit is posted on the student’s Saint Augustine’s College transcript. Only comparable college-level courses in which the student has earned grades of “C” or better are accepted as transfer credit. The adult learner’s previous grade point average and credits below the level of “C” are not considered in the admissions process, and are not shown on the transcript that will become the official record of the adult learner’s performance in the College’s degree completion program.

- In order to earn a Bachelor’s Degree from Saint Augustine’s College, adult learners admitted into to the Gateway Program must meet all of the graduation requirements as published in the

College's Catalog including, but not limited to, General Education requirements and the minimum total number of credit hours; and

- Adult learners must have three to five years of progressive work experience with supervisory and/or program development responsibilities and be age 22 or older. Any exceptions to the admissions policies will be considered by the Admissions Committee for the degree completion programs.

### Admissions Requirements

- Have official transcripts from each college or university attended sent to the Office of Admissions for assessment;
- Submit an application with fee to the Office of Admissions.
- Submit two letters of recommendation;
- Provide an on-site writing sample, which demonstrates the competency required to function in the OM program;
- Meet with the Assessment Counselor for preliminary review of the official transcript(s) hours and Plan of Study;
- Provide evidence of financial capability to complete the program through personal financial aid and/or employer assistance;
- Participate in an admissions interview and/or orientation session; and
- Pay class reservation deposit.

### Organizational Management Major Requirements

Courses			Hours
General Education Requirements			47
Major Courses*			
ACCT	340	Managerial Accounting	3
BUS	321	Methods of Statistical Research and Analysis	3
BUS	351	Managerial Finance	3
BUS	360	Managerial Principles	3
BUS	375	Managerial Marketing	3
BUS	450	Strategic Planning	3
ECON	235	Principles of Microeconomics	3
ECON	236	Principles of Macroeconomics	3
GED	301	Biblical Perspectives	3
ORGD	415	Group and Organizational Behavior	3
ORGD	425	Organizational Communication	3

ORGD	435	Organizational Concepts	3
ORGD	445	Human Resource Administration	3
ORGD	455	Personal Values and Ethics	3
ORGD	465	Action Research Project	5
PSYCH	301	Adult Development and Life Assessment	3
<b>Total Major Courses</b>			<b>50</b>
<b>Supporting Courses*</b>			
CIS	240	Microcomputer Application	3
		Electives	21
<b>Total Supporting Courses</b>			<b>24</b>
<b>GRAND TOTAL ORGANIZATIONAL MANAGEMENT MAJOR</b>			<b>121</b>

*\*These courses must be passed with a grade of "C" or better.*

### **Advisory Admissions Committee for the Adult Degree Completion Program**

The main purpose of this committee is to monitor the various policies and processes established for the degree completion program. The Committee is comprised of the Provost and Vice President of Academic Affairs, Program Director, and the Registrar.

### **Lower Division Program**

The mission of the Lower Division Program is to: (a) assess incoming first year and transfer students with less than 24 hours of college for university level work; (b) advise and place students in courses commensurate with their incoming skills; (c) organize a set of acceptable courses at all levels (transitional, traditional and honors) in all Divisions of the College to enhance student growth; (d) serve as a center to support students who need additional tutoring, disability advisement, and academic probationary and suspension counseling; (e) evaluate the performance of students with the express aim of determining whether there are any "predictors" that may be used to forecast student success or failure; (f) use the "outcome" data to structure the curriculum, improve instructional strategies and inform the College's educational policy.

At present, the Lower Division recognizes that incoming students will fall into three groups of performers: those that will need academic support to bring their level of performance up to college-level expectations; those that are ready for a "full plate" of college-level courses in the majors of their choosing; and those whose achieved skills suggest they are ready for a sustained academic experience in an Honors Program.

The offices included in the Lower Division Program are: (a) the Freshman Studies Program; (b) the TTAL Program; (c) the Honors Program; and (d) the Academic Advisement Center. The Director of the Program reports to the Provost and Vice President for Academic Affairs. The Divisions of Liberal and Interdisciplinary Studies and Natural Sciences and Mathematics work closely with the Program Director to provide English and Mathematics courses for incoming first year and transfer students with less than twenty four hours.

The Program advises, mentors, evaluates and prepares students for upper division work. While students will be encouraged to begin work in their selected majors, advisement will be based upon student progress and readiness for the next level of work. Beginning with the cohort of



students in the class of Fall 2002, the Program will develop “exit” examinations for courses in mathematics and English, as a minimum. In time, other courses will be included in this evaluation process. Additionally, at the point students in the lower college are ready for upper division work, the Program again will ask students to take a “rising junior” examination that will evaluate how well the lower college has prepared students for upper division work. The testing will begin with this class of students; however, the rising junior examination will not prevent students from moving to the upper division until the faculty are confident that what is taught in the classroom reasonably prepares students for the rising junior examination. Experience has shown that this may take several years to reach, but this a goal consist with the College’s purpose of retaining and graduating students who are prepared for successful graduate, professional, or workforce experiences.

### **Freshman Studies Program**

The Freshman Studies Program at Saint Augustine’s is a mentoring program for first year and transfer students, designed to assist them with the transition from high school to college. The program strengthens students thinking, problem solving and communication skills, as well as promote spiritual, social, financial and physical well-being.

The Program is a series of activities and events that will assist students in becoming familiar with the college, their surroundings, and the opportunities that are available to them. Assistance is provided for academic advisement, scholarships, financial aid, housing, health services, student organizations, and other important areas of the college. It is mandatory for **all new and transfer students** to complete **all** scheduled activities and events of the program.

The Freshman Studies Program consists of a Freshman Studies Course that is offered during your first semester of enrollment and is followed by a Lab class during your second semester. The same instructor teaches both courses. The class meets Tuesday’s and Thursday’s from 11:00 – 11:50 and the lab meets Tuesday’s from 11:00 - 11:50.

The Chapel on Saint Augustine’s College Campus offers an opportunity for new and transfer students to worship, meditate, and provides a sense of renewal and security. The FSP therefore, provides a **mandatory** chapel service for **all new** and **transfer students** for your first semester at the college. This mandatory chapel service will be held on Thursday’s at 11:00. You will be allowed to miss three (3) services during your first semester. If you miss over three (3) services, you will not pass the class. You have to pass the Freshman Studies class to move on to the Lab, the class is a pre-requisite for the lab.

### **Mellon Fellows Program (5 Year Transitional Students)**

This program would recruit a specified number of students annually who have not quite met the minimum academic standards of the College but have demonstrated the attitude and desire to earn a college degree. The focus in their first year at the College would be the improvement of Math, English, Writing, or Communications and fundamental computer skills. After raising their level of proficiency during this first year of study, they will be ready for the rigors of the regular College curriculum in their second year. Courses during the first and second semesters of the



first academic year will be limited to 14 hours of credit per semester. This policy allows these students to receive financial aid benefits, loan opportunities for tuition and fees and still satisfy the criteria for receiving financial assistance, as long as an acceptable GPA is maintained.

Entry to the program will be during a summer bridge experience, which will be a two three-week structured session. This bridge program would provide students with some credit hours and additional basic skills development and would include:

- Study skills development
- Test taking skills development
- College orientation
- Computer technology training on the campus network system
- Basic communications skills assessment in reading and writing
- Math skills assessment
- Personal assessment and evaluation
- Creation of strong learning environments
- Fall pre-registration for courses

With the inclusion of the summer bridge program, the student would be ready to matriculate in the regular transitional program and general field of study in the fall. Considering that the students would have been tested, placed in assigned classes and pre-registered during the summer program, they would be ready for matriculation and commitment at the normal expected level of performance.

### **Honors Program**

With an emphasis on scholarship, leadership, and service, the Honors Program at Saint Augustine's College is designed for the academically prepared and motivated student. The program provides academic stimulation, increased opportunities for interaction with faculty and peers, opportunities for leadership and service, encouragement to study and serve outside the boundaries of the traditional campus, and the support of a community of motivated learners. The Honors Program seeks to create a model for other students of the breadth and depth of the college experience and thus influence the academic and moral tone of campus life.

### **Admission to the Honors Program**

Talented high school seniors with a 3.0 and above grade point average and a minimum 900 SAT will be invited to participate in the Honors Program.

Second-semester freshmen with a 3.2 GPA the first semester will be invited into the program. Rising sophomores who have completed 30 hours with a 3.2 GPA may enter the program for sophomore level honors courses. Transfer students with 3.2 GPA may enter the program.

### **Requirements of the Honors Program**

Freshmen honors students take two honors sections of General Education courses, one in the fall and one in the spring. Provisions are made for students who have AP or CLEP credit for these courses.

Sophomores take from 3-6 hours of General Education courses in special honors sections as these are offered. The Honors Seminar is taken during the sophomore or junior year.

Students on track to graduate with the Honors Program designation on their diploma will complete 9 hours at the Upper Division level. Students in the Honors Program must successfully complete projects in community service. They will also complete an honors thesis for three hours credit. The other 6 hours may be fulfilled by earning 3-6 hours Honors credit as a part of Study Abroad or specially designated internship programs and/or 3-6 hours of Honors Contracts in courses in the major.

### **Honors Designation for Courses**

Courses in the General Education curriculum that are a part of the Honors Program will have the designation “H1” after the course number. Courses in the major for which an Honors student completes a contract that is arranged with the professor and the Director of Honors will be awarded the “H” designation on the transcript following the successful completion of the contract and a grade of A or B in the course.

### **Academic Advising and Support Services**

The primary purpose of the Academic Advising and Support Center is to assist students in the development of meaningful educational plans that are compatible with their life goals. The Academic Advising and Support Center serves as the academic advising support office for the campus. The Advisors are responsible for advising undecided students who have yet to determine a career path and students who are ineligible for transfer to academic departments. The academic advisors also facilitate enrollment for returning probation, suspension, and readmission students who plan to change majors or are ineligible to return to their academic departments. The center also provides students with assistance in identifying tutors in their respective majors. You can visit the Center between the hours of 8:00 a.m. and 5:00 p.m. in the Hunter Building.

### **ADA Compliance Program for Students with Disabilities**

Saint Augustine's College seeks to promote equal opportunity in the recruitment and admission of students with disabilities through a positive and continuing affirmative action program.

The College is committed to an educational and working environment in which students, faculty, and staff can develop their full intellectual and professional abilities. It is the policy of Saint Augustine's College, therefore, to provide educational programs, services and employment without regard to race, color, religion, national origin, age, sex, pregnancy, disability, marital status, or veteran status.

Each student's program of study is given individual attention to take personal needs into account. The ADA Compliance Officer invites all students with special needs of all types to take advantage of the support services provided by the College, to enable them to reach their full

academic potential. The ADA Compliance officer is located in room 006A of the Boyer Building.

## **Division of Business and Computer Science**

### **Mission**

The mission of the Division of Business and Computer Science is to prepare students to compete in the global world of work through effective instruction, technology application, relevant curricula and professional development.

In addition to the major offerings, the Division of Business offers some unique opportunities for its students. Many of the programs and opportunities offered through the Division are also available to all Saint Augustine's students, as well as to the community at large.

### **Cisco Certification Program**

The Division of Business and Computer Science offers a Cisco Certification Program. The Program consists of four sequential modules and each module requires approximately eight weeks to complete. Participants in this program typically are full-time employees of companies located in the area; under the tutelage of approved Department of Computer Science faculty, they work through self-paced learning modules and work with PCs and Cisco Routers and Switches that are located in the Division's computer labs. The Program is designed to prepare participants to pass the Cisco Certified Networking Associate examination (CCNA).

A similar program is offered for students during the normal academic year on a semester basis. Each Computer Science and Computer Information Systems major is strongly encouraged to complete at least one certification. The program is available to all students. Certifications add to the marketability of students as more and more employers look for experiences and skills beyond normal degree programs. Saint Augustine's is one of the few colleges that offer such opportunities. The current program consists of four sequential certification courses and is identified in the course descriptions found in the back of the Catalogue. Participation in the program is restricted to juniors and seniors, but exceptions may be made on an individual basis.

### **Professional Activities and Affiliations**

The Division of Business and Computer Science participates in the Black Executive Exchange Program (BEEP) and is sponsored and supported by the National Urban League, Inc. BEEP is a voluntary effort on the part of major companies and government agencies that allow key black executives and professionals to guest lecture at participating colleges and universities. Each executive/professional is usually scheduled for a two-day assignment. The principal goals of BEEP are to expose students to positive role models and to provide students and faculty with valuable information about job opportunities, internships, realities of the so-called real world, and business developments and trends.

In addition, the Division of Business and Computer Science is actively involved in the Triangle North Carolina Association of Urban Bankers (NCAUB). Meetings are held alternately on the campuses of Saint Augustine's College, North Carolina Central University, and Shaw University. The meetings are attended by area bankers, students, and faculty, and feature a guest speaker who is usually a local businessperson. The purpose of such activities is to help students,



faculty, bankers, and businesspersons gain a better understanding of their respective activities, roles, and opportunities within the Banking Profession.

The Division of Business and Computer Science also encourages and facilitates student awareness of and participation in numerous seminars, workshops, and internships and keeps the students apprised of grant and scholarship opportunities. All seminars, workshops, BEEP, NCAUB, internships, grants, scholarship, and other such opportunities are coordinated by the Division's Executive-in-Residence, who is a retired corporate executive who works in the Division.

## **The Department of Business Administration**

The Business Administration Department is designed to provide students with a general exposure to economic institutions; the complex relationships that exist between business, government, and consumers; a basic knowledge of the functional areas of business; and to equip students for business careers.

### **Business Administration Major**

The following requirements must be met in order to earn a Bachelor of Science degree in Business Administration.

<b>Courses</b>			<b>Hours</b>
<b>General Education Requirements</b>			<b>47</b>
<b>Support Courses*</b>			
CIS	203	PC Fundamentals	3
CIS	240	Microcomputer Software Applications	3
ENGL	290	Business and Technical Writing	3
<b>Total Support Courses</b>			<b>9</b>
<b>Professional Courses*</b>			
ACCT	234	Financial Accounting	3
ACCT	235	Managerial Cost Accounting	3
BUS	251	Principles of Marketing ✓	3
BUS	252	Principles of Management	3
BUS	261	Quantitative Methods	3
BUS	336	Business Law I	3
BUS	338	Employment Law	3
BUS	350	Principles of Finance	3
BUS	446	Statistical Concepts	3
BUS	452	Organizational Behavior & Ethics	3
BUS	495	Strategic Management ✓	2
ECON	235	Principles of Microeconomics	3
ECON	236	Principles of Macroeconomics	3
INTBUS		Any International Business Course	3
<b>Total Professional Courses</b>			<b>41</b>
<b>Major Electives*</b>	Any Four (3) ACCT/BUS/INTBUS courses, and Principles of Business, which must be taken before any BUS courses can be taken.		<b>12</b>
<b>Electives</b>	Unrestricted		<b>12</b>

*\*These courses must be passed with a grade of "C" or better.*

### **Accounting Minor**

Any student may minor in Accounting by successfully completing at least 18 hours in Accounting. The 18 hours may not include any courses already required to satisfy a major, and all prerequisites must be met before a student will be allowed to enroll in any course. In cases where any course identified below is already required for a major, the student should meet with the Accounting Advisor for an acceptable substitute course.

#### **Accounting Minor for Business Administration, Computer Information Systems and Industrial Mathematics Majors**

<b>Courses</b>			<b>Hours</b>
ACCT	325	Intermediate Accounting I	3
ACCT	326	Intermediate Accounting II	3
ACCT	335	Advanced Managerial Cost Accounting	3
ACCT	441	Advanced Accounting	3
ACCT	471	Auditing	3
ACCT		Elective	3
<b>Total</b>			<b>18</b>

#### **Accounting Minor for All Other Majors**

<b>Courses</b>			<b>Hours</b>
ACCT	234	Financial Accounting	3
ACCT	235	Managerial Cost Accounting	3
ACCT	325	Intermediate Accounting I	3
ACCT	326	Intermediate Accounting II	3
ACCT	335	Advanced Managerial Cost Accounting	3
ACCT		Elective	3
<b>Total</b>			<b>18</b>

### **E-Commerce Minor**

A student in any major can minor in E-Commerce by successfully completing at least 18 hours as indicated below. The 18 hours may not include any courses required to satisfy a major, and all prerequisites must be met before a student will be allowed to enroll in any identified course. The E-Commerce Minor is designed for students who are interested in understanding the dynamic field of electronic commerce. The following 18 hours of course work are suggested for the Minor. In cases where courses listed below are already required as a part of a major, the student should meet with the Department Head for Computer Science to select an acceptable substitute course.

<b>Courses</b>			<b>Credits</b>
BUS	251	Principles of Marketing	3
BUS	310	E-Commerce	3
BUS	311	E-Marketing	3
CIS	240	Microcomputer Software Applications	3
CSC	245	Computer Graphics	3

## The Department of Computer Science and Computer Information Systems

### Computer Information Systems

The Computer Information Systems curriculum is designed for the student who is interested in gaining a firm foundation in computing concepts and business applications programming, using current programming languages. The program enhances the student's knowledge of computer hardware and software, data communications and networks, database management, and the management of information systems.

### Computer Information Systems (CIS) Major

The following requirements must be met in order to earn a Bachelor of Science degree in Computer Information Systems:

Courses			Hours
<b>General Education Requirements</b>			<b>47</b>
<b>Support Courses*</b>			
CIS	203	PC Fundamentals	3
CIS	240	Microcomputer Software Applications	3
ENGL	290	Business and Technical Writing	3
<b>Total Support Courses</b>			<b>9</b>
<b>Professional Courses*</b>			
ACCT	234	Financial Accounting	3
ACCT	235	Managerial Cost Accounting	3
BUS	251	Principles of Marketing	3
BUS	252	Principles of Management	3
CIS/CSC		Elective	3
BUS	336	Business Law I	3
BUS	338	Employment Law	3
BUS	350	Principles of Finance	3
BUS	446	Statistical Concepts	3
BUS	452	Organizational Behavior & Ethics	3
BUS	495	Strategic Management	2
ECON	235	Principles of Microeconomics	3
CIS/CSC		Elective	3
CIS/CSC		Elective	3
<b>Total Professional Courses</b>			<b>41</b>
<b>Major Requirements*</b>			
CIS	302	COBOL Programming	3
CIS	306	Operating Systems	3
CIS	401	Management Information Systems	3
CIS	402	Systems Analysis & Design	3
CIS	405	Database Design	3
CSC	305	Programming in C++	3
CSC	404	Data Structures using C++	3
CIS/CSC		Elective	3
MATH	174	Discrete Mathematics	3

Total Major Requirements 27

**GRAND TOTAL COMPUTER INFORMATION SYSTEMS MAJOR 124**

*\*These courses must be passed with a grade of "C" or better.*

### Computer Information Systems Minor

A student with any major may minor in Computer Information Systems by successfully completing at least 18 hours from the Computer Information Systems or Computer Science curriculum. The 18 hours must not include any courses required to satisfy a major, and all prerequisites must be met before a student will be allowed to enroll in any course. In cases where courses listed below are already required as a part of a major, the student should meet with the Department Head for Computer Science to select an acceptable substitute course.

Courses			Hours
CIS	250	Introduction to Web Design	3
CIS	401	Management Information Systems	3
CSC	305	Programming in C++	3

**Select one course from Group I and two courses from Group II**

#### Group I

ACCT	234	Financial Accounting	3
BUS	261	Quantitative Methods	3
BUS	446	Business Statistics	3
ECON	235	Principles of Microeconomics	3

#### Group II

CIS	302	Principles of Programming using COBOL	3
CIS	402	System Analysis and Design	3
CSC	280	Networking Essentials	3
CSC	303	Computer Architecture & Assembly Language	3
CSC	307	Introduction to Java Programming	3

**TOTAL COMPUTER INFORMATION SYSTEMS MINOR 18**

### Computer Science

The Computer Science curriculum is designed to provide the student with the opportunity to obtain a broad knowledge of the theory, design, and applications of computers and information processing techniques with sufficient depth to undertake professional work in industry, business, government, and scientific institutions. Additionally, the program provides background preparation for graduate studies in computer science, which will prepare students for careers in higher education and for research careers in industry, scientific laboratories, and universities.

### Computer Science Major

The following requirements must be met in order to earn a Bachelor of Science degree in Computer Science.

Courses	Hours
General Education Requirements	47



**Support Courses\***

CIS	203	PC Fundamentals	3
CIS	240	Microcomputer Software Applications	3
ENGL	290	Business and Technical Writing	3
<b>Total Support Courses</b>			<b>9</b>

**Specialty Requirements\***

BUS	446	Business Statistics	3
MATH	133	Trigonometry	3
MATH	174	Discrete Mathematics	3
MATH	231	Calculus I	4
MATH	232	Calculus II	4
PHYS	241	College Physics	4
			<b>21</b>

**Major Requirements\***

CIS	302	COBOL Programming	3
CIS	306	Operating Systems	3
CIS	405	Database Design	3
CIS/CSC		Electives	3
CIS/CSC		Electives	3
CSC	303	Assembly Language Programming	3
CSC	305	Programming in C++	3
CSC	307	Java Programming	3
CIS/CSC		Electives	3
CIS/CSC		Electives	3
CSC	404	Data Structures using C++	3
CSC	406	File Processing	3
CSC	420	Theory of Computation	3
CSC	450	Simulation	3
CSC	460	Organization of Programming Languages	3
CSC	480	Special Topics	2
<b>Total Major Requirements</b>			<b>47</b>

**GRAND TOTAL COMPUTER SCIENCE MAJOR    124**

*\*These courses must be passed with a grade of "C" or better.*

**Computer Science Minor**

A student with any major may minor in Computer Science by successfully completing at least 18-19 hours from the Computer Science curriculum. The 18-19 hours must not include any courses required to satisfy a major, and all prerequisites must be met before a student will be allowed to enroll in any course. In cases where courses listed below are already required as a part of a major, the student should meet with the Department Head for Computer Science to select an acceptable substitute course.

<b>Courses</b>			<b>Hours</b>
CSC	250	Introduction to Web Design	3
CSC	305	Programming in C++	3
MATH	231	Calculus I (or higher)	3-4

**Select three courses from the following:**

CIS	306	Operating Systems	3
CIS	405	Database Design	3
CSC	280	Networking Essentials	3
CSC	303	Assembly Language Programming	3
CSC	307	Introduction To Java Programming	3
CSC	450	Simulation	3
<b>Total Computer Science Minor</b>			<b>18-19</b>

## International Business Major

The following requirements must be met in order to earn a Bachelor of Science degree in International Business.

Courses			Hours
<b>General Education Requirements</b>			<b>47</b>
<b>Major Courses*</b>			
ACCT	234	Financial Accounting	3
ACCT	235	Managerial Cost Acct.	3
BUS	251	Principles of Marketing	3
BUS	252	Principles of Mgmt.	3
BUS	350	Finance	3
BUS	446	Statistical Concepts	3
CIS	240	Microcomputer Application	3
ECON	235	Principles of Econ.	3
ECON	236	Principles of Economics	3
PLPS	337	International Relations	3
INTBUS	330	Intro to African Society, Commerce, and Resources	3
INTBUS	360	International Trade	3
INTBUS	448	Intern. Bus. Law	3
INTBUS	451	International Business	3
INTBUS	480	Global research	3
INTBUS	487	International Marketing	3
INTBUS	490	Special Topics	3
INTBU		Study Abroad (12)	
		Or	
		Internships	6
GEO	332	Regional Geography	3
FL		Business Foreign Lang.	3
FL		Foreign Lang.	3
FL		Business Foreign Lang	3
FL	132	Foreign Language/Adv. FL	3
<b>Total Major Courses</b>			<b>66</b>
<b>Electives* As approved by the advisor for International Business</b>			
Elective		Principles of Business, BUS 132 must be taken before any BUS courses can be taken.	3
Elective			3
Elective			3
Elective			3
<b>Total Electives</b>			<b>12</b>
<b>GRAND TOTAL INTERNATIONAL BUSINESS MAJOR</b>			<b>125</b>

*\*These courses must be passed with a grade of "C" or better.*

## **Division of Education**

The Division of Education is committed to providing high quality professional preparation for the students of Saint Augustine's College. The Departments of Education and Human Performance and Wellness form the Division of Education. Through the Department of Education, the bachelor's degree is offered in nine (9) state and nationally accredited programs. The majors: Elementary Education, Exceptional Children's Education, and Physical Education are housed solely in the Department of Education. The Division works collaboratively with the other four divisions of the College to prepare majors in its other programs. The Department of Education also offers programs in English and Music Education in collaboration with the Division of Liberal and Interdisciplinary Studies; Social Studies Education in collaboration with the Division of Urban, Social and International Studies; Business Education in collaboration with the Division of Business; and Biology and Mathematics Education through joint efforts of the Division of Natural Sciences and Mathematics, and the Department of Education.

Through the Department of Human Performance and Wellness the Bachelor of Science degree is offered. The program includes sound theoretical and practical experiences as well as internship opportunities. Two concentration areas are offered from which the student may choose: Sports Information and Sports Management. The program also prepares students for service-oriented professions and graduate studies.

Additionally, the Division of Education serves the College through the development of lifelong skills and knowledge of students through a broad range of offerings in required physical activity courses, the Foundations of Learning Program, Internship Opportunities, and the Community Health and Wellness Program. A detailed description of each of these areas may be viewed in its respective section of this Catalog.

### **Education Mission Statement**

The Division of Education is a cohesive unit of professionals dedicated to the advancement of careers in nine major areas. In collaboration with the colleges four additional units, the Division believes that it can produce persons who are committed to the education of all students, advance their chosen profession, and serve as mentors in the educational school and public arenas. To this end, the mission of the Division is to:

- Model the professional behaviors that exhibit and promote our professional framework "Teacher as Mentor;"
- Establish, maintain and demand the highest standards for all students in the Division as they prepare for diverse roles in the professional community;
- Mentor students so that they will become productive, contributing and self-sufficient citizens; and
- Foster a community of learners who are technologically competent, educationally astute, and self-assured as they pursue their chosen fields.



## **Department of Education**

The Department of Education offers a curriculum leading to the Bachelor of Arts or Bachelor of Science Degree in nine teaching areas; Biology Education, Business Education, Exceptional Children Education, Elementary Education, Social Studies Education, Physical Education, Music Education, Math Education and English Education.

Programs in the Department are rigorous and consist of a three part structure that includes: (1) General, Professional and Specialty Education requirements; (2) Interstate New Teacher Assessment and Support Consortium (INTASC); and (3) the professional standards of the selected field of study.

The Department of Education believes that mentoring students is essential to their being well-trained and highly qualified teachers. Through our conceptual frame work “Teacher as Mentor”, students are engaged in coursework, field experiences, student teaching and intern experiences with competent mentors to give them the skills required to significantly and positively impact student achievement. Essential to the performance outcomes of preparing highly qualified teachers here at Saint Augustine’s College, the following are the components through which we teach:

- Guidance and Role-Modeling
- Comprehensive Communications
- Teaching Effectiveness
- Knowledge of Content
- Experiential Learning
- Knowledge of the Learning Process
- Planning Skills
- Evaluation
- Professionalism

## **Teacher Education Committee**

The direction and coordination of the Department of Education at Saint Augustine's College is made effective through the Teacher Education Committee. The Department Head shall serve as the Committee’s chair. The membership includes each of the nine (9) program coordinators, the coordinator of Alternative Teacher Education, the Director of Field Experiences, students, graduates, and public school personnel, Thus ensuring a collaborative approach to Teacher Education.

## **Requirements for Admission to the Teacher Education Program**

Any student who is interested in becoming a teacher education major must begin the admission process by reporting to the Department of Education and completing an orientation session with the advisor of his/her area of teaching interest. The Department of Education, through advisement, will monitor the student’s progress into and through the program. Preparation for the PRAXIS Examinations, knowledge of the policies, procedures, rules and regulations applicable to Education majors, and the timely, successful completion of proper course work are essential for completing the teacher education program. The student will be formally considered for

admission into the Department of Education by the end of the sophomore year and upon completion of the following steps:

- Demonstrate an interest in mentoring and teaching;
- Submit a one-page autobiography;
- Receive a grade of “C” or better in the English, communications, and mathematics courses required in the general education core;
- Complete EDUCA 233 - Foundations of Education and receive a grade of “C” or better; meet cumulative PRAXIS I minimum score requirements;
- Have an overall GPA of at least 2.5;
- Pass an oral and written proficiency screening to determine that he/she has attained a satisfactory level of speaking and writing; and
- Be recommended by the appropriate program coordinator.

Procedures for admission into the Department of Education should begin in the freshman year and must be completed no later than the end of the sophomore year. **Students who have completed their freshman year (including transfer students) require special advising and screening.** Subsequent to submission of an application for admission to the Department of Education and receipt of all supporting documentation of requirements, the student will receive an official letter outlining his/her status in the program. If any student who is declaring education, as his/her major has not met the requirements listed above by the end of the sophomore year, the student will not be permitted to matriculate as a teacher education major. Likewise, an officially admitted student that falls below the minimum 2.5 GPA will lose program admittance status.

#### **Requirements for Admission to the Alternative Teacher Education Program (Licensure Only, Add-On Licensure, and Licensure Renewal Credit)**

The College offers, through the Department of Education, the opportunity for persons who hold at least the bachelors’ degree to earn a license in one of the nine (9) accredited programs in Teacher Education. The Alternative Teacher Education Program (ATEP) provides qualified persons the opportunity to transition into teacher education fields. The Second Chance Teacher’s Program prepares Lateral Entry candidates and other qualified non-traditional students for careers in teacher education by offering professional course work during four (4) accelerated ten-week sessions. Professional area courses are offered through an abbreviated weekend and/or evening schedule of classes to accommodate the special needs of this non-traditional population.

The following criteria must be met by students desiring to enroll in the Alternative Teacher Education Program (ATEP), Second Chance Teacher’s Program.

- Admission to the College;
  - Application
  - \$75.00 application and transcript evaluation fee
  - College or University Transcript(s)
  - Copy of Social Security Card
  - Immunization Record
  - Medical Form

- One(1) Letter of Recommendation
- Police Record Report

- Possession of a baccalaureate degree from an accredited College or University;
- Demonstration of an interest in teaching and mentoring;
- Identification of an area of study from the nine (9) licensure areas offered by the College;
- A student enrolled in the Alternative Teacher Education Program (ATEP) must gain official admission into the Department of Education by meeting the following criteria;
  - A cumulative grade point average of at least 2.5\*\*;
  - A grade of “C” or better EDUCA 233 - Foundations of Education;
  - A grade of “C” or better in all professional, specialty and written and oral communication courses;
  - Passing scores on the PRAXIS I\* Examination; and
  - Recommendation by the appropriate Program Coordinator/Mentor;
  - Submission of a one-page autobiography.

\* The College, under the direction of the Department of Education, reserves the right to determine the need for completion of PRAXIS I by the applicant for admission to the program. In any event, a period of at least five years since graduation or proof of Lateral Entry status and demonstration of competency in reading, writing and mathematics basic skills must be documented for consideration of an exemption of this policy.

\*\* Students with GPA's less than 2.5 prior to program admission, must earn the required GPA after the completion of at least 15 hours of coursework at Saint Augustine's College. A 2.5 GPA must also be maintained for licensure recommendation.

### **Early Field Experience**

Teacher Education candidates are required to successfully complete forty-five (45) hours (elementary majors are required to complete sixty (60) hours) of pre-student teaching, observing, assisting, participating and analyzing in the public schools at the level of their degree. The hours are obtained and evaluated while students are enrolled in designated methods and professional courses in their respective curriculum. Early Field Experiences are required as follows.

### **Advanced Field Placement**

Advanced Field Placement is an internship open only to students in the Alternative Teacher Education/Second Chance Program. Permission to take this course can only be approved by the Director of Teacher Education.

### **Student Teaching**

Student teaching is required for completion of the Teacher Education Program at Saint Augustine's College. The North Carolina State Department of Public Instruction also requires student teaching of all licensure candidates. The prospective student teacher should have met the following requirements and make formal application during the semester before the semester that student teaching is being requested. For example, the second semester of the junior year or the first semester of the senior year, to qualify respectively for the first or second semester of the senior year for student teaching.



Formal admission to the Department of Education at Saint Augustine's College. The admission requirements are:

- Cumulative grade point average of 2.50 or better in all course work;
- Senior status (90 semester hours or more) with the completion of all professional courses;
- Completion of major courses to assure proficiency in subject-matter as certified by the signature of the Advisor, the Director of Student Teaching, the Department Head, and the Division Chair;
- Submission of the Technology Portfolio for preliminary review by the teacher education committee;
- Successful completion of all Early Field Experience hours as specified in this catalog to indicate readiness for the student teaching experience;
- Application for student teaching and the approval of the Teacher Education Committee, the Department Head, the Division Chairperson;
- Passing the screening criteria, including an oral interview before the Teacher Education Committee and/or any prescriptions or professional development plan(s) made by the committee; and
- Completion of the Candidate for Professional Licensing (CPL) forms.

Applications for student teaching are due on or before October 15 or March 15 of the semester **before** the semester in which the student teaching is being requested. Student teaching is permitted only at the senior level (either semester).

### **Final Licensing Requirements**

The ultimate goal of Department of Education is to help the prospective teacher receive, immediately upon graduation from Saint Augustine's College, licensing in one of the following areas that are provided by the North Carolina State Department of Instruction:

Elementary Education (K - 6)  
Vocational Business Education (7 - 12)  
Secondary (9 - 12)  
Biology Education  
English Education  
Music Education  
Mathematics Education  
Social Studies Education  
Special Subjects (K - 12)  
Physical Education (K-12)  
Exceptional Children's Education (Learning Disabilities) (K - 12).

Students interested in obtaining a teaching license should: 1) meet with their advisors and/or program coordinator regularly, 2) attend and participate in their major and club meetings, and 3) frequently visit the Department of Education office in order to keep abreast of any new licensure requirements that they may have to fulfill during their matriculation through the program.

The general requirements for licensing by the North Carolina State Department of Public Instruction are:



- The completion of the bachelor's degree in an approved Teacher Education program;
- Demonstrate achievement of the State basic and advanced technology competencies;
- Confirmation and evaluation of successful experiences in directed observation and student teaching in the area of program completion;
- Recommendations by the Official Licensing Officer of the College (Department Head); and Passing scores on the PRAXIS II Examination (Principles of Learning and [PLT] and appropriate Specialty Areas Examinations.

### Licensure Update

The following tests are required for teacher licensure:

- PRAXIS I Pre-Professional Skills Test (PPST), series consists of basic reading, writing, and mathematics tests. Students must pass all three parts by the end of their sophomore year in order to be officially admitted into the Department of Education;
- PRAXIS II consists of the Principles of Learning and Teaching (PLT) and Subject Assessment/Specialty Area Tests. Dependent upon the area of licensure, some Subject Assessment tests consist of several parts. In such cases, the successful licensure candidate must pass all parts; and
- NCDPI Technology assessed, licensure candidates must have demonstrated achievement of the North Carolina Technology basic and advanced competencies.

### Biology Education

The Biology Education curriculum is offered to prepare students for teaching the life sciences at the secondary level. To this end, the department outlines a sequence of courses, which incorporates all competencies and adheres to the guidelines for State Approved Teacher Education Programs.

#### Biology Education Major

The following requirements must be met in order to earn a Bachelor of Science degree in Biology Education.

Courses			Hours
<b>General Education Requirements</b>			<b>47</b>
<b>Professional Courses*</b>			
CIS	240	Microcomputer Software Application	3
EDUCA	232	Basic Test-Taking Skills (4 x .5)	2
EDUCA	233	Foundations of Education	3
EDUCA	235	Introduction of Special Education	3
EDUCA	321	Educational Psychology	3
EDUCA	339	Content Area Reading	3
EDUCA	343	The Teaching of Science	3
EDUCA	428	Educational Media & Technology	3
EDUCA	431	Principles of Secondary Education	3
EDUCA	432	Tests and Measurements	3
PSYCH	332	Psychology of Adolescence	3
<b>Total Professional Courses</b>			<b>32</b>

**Specialty Area Requirements\***

BIOL	201	General Ecology & Lab	4
BIOL	241	Comp. Vertebrate Anatomy & Lab	4
BIOL	342	General Physiology & Lab	4
BIOL	441	Bacteriology & Lab	4
BIOL	442	Genetics & Lab	4
CHEM	141	General Chemistry I & Lab	4
CHEM	142	General Chemistry II & Lab	4
CHEM	341	Organic Chemistry I & Lab	4
PHYS	241	General Physics I & Lab	4
<b>Total Specialty Area Requirements</b>			<b>36</b>

<b>Student Teaching*</b>	<b>12</b>
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**GRAND TOTAL BIOLOGY EDUCATION MAJOR 127**

*\*These courses must be passed with a grade of "C" or better.*

**Business Education**

The Business Education curriculum is offered for students who plan to be teachers at the middle school level or above in the area of vocational business. The versatility of the conceptual framework offered in this major enables these students to become effective teachers in critical business disciplines such as economics, marketing, computer information systems, accounting, word processing and desktop publishing, and secretarial science. Business Education majors obtain 250 hours of experiential work by completing Office Internship (180 hours) and may obtain the remaining hours (70 hours) through documented acceptable work experience or Parallel Internship. The goal is to prepare students for careers in Business Education, mentors at the middle and secondary school levels and to achieve the competencies in Business Education as required by the State Department of Public Instruction.

**Business Education Major**

The following requirements must be met in order to earn a Bachelor of Science degree in Business Education.

<b>Courses</b>			<b>Hours</b>
<b>General Education Requirements</b>			<b>47</b>
<b>Professional Courses*</b>			
CIS	240	Microcomputer Software Application	3
EDUCA	232	Basic Test-Taking Skills (4 x .5)	2
EDUCA	233	Foundations of Education	3
EDUCA	235	Introduction of Special Education	3
EDUCA	321	Educational Psychology	3
EDUCA	339	Content Area Reading	3
EDUCA	342	The Teaching of Business Subjects	3
EDUCA	428	Educational Media & Technology	3
EDUCA	431	Principles of Secondary Education	3
EDUCA	432	Tests and Measurements	3
EDUCA		Elective	3
PSYCH	332	Psychology of Adolescence	3
<b>Total Professional Courses</b>			<b>35</b>

**Specialty Area Requirements\***

ACCT	234	Financial Accounting	3
BUS	251	Principles of Marketing	3
BUS	252	Principles of Management	3
BUS	336	Business Law	3
BUS	436	Adm/Coord in Business Education	3
CIS	250	Web Design	3
CIS	305	Programming in C/Cobol	3
ECON	235	Principles of Microeconomics	3
ECON	236	Principles of Macroeconomics	3
EDUCA	205	Parallel Internship I	3
ENGL	290	Business & Technical Writing	3
<b>Total Specialty Area Requirements</b>			<b>33</b>

<b>Student Teaching*</b>	<b>12</b>
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**GRAND TOTAL BUSINESS EDUCATION MAJOR 127**

*\*These courses must be passed with a grade of "C" or better.*

**Elementary Education**

The Elementary Education Curriculum is designed to prepare pre-service teachers to teach effectively in the content areas, using efficient strategies and up-to-date techniques in grades K-6. Moreover, an understanding of child development, learner behavior and attitude adjustment is imperative for teacher success in classroom settings. The curriculum provides developmentally appropriate learning experiences to meet the needs, capabilities and interests of children in kindergarten through grade six.

**Elementary Education Major**

The following requirements must be met in order to earn a Bachelor of Arts degree in Elementary Education.

<b>Courses</b>	<b>Hours</b>
<b>General Education Requirements</b>	<b>47</b>

**Professional Courses\***

CIS	240	Microcomputer Software Application	3
EDUCA	223	Foundations of Reading	3
EDUCA	232	Basic Test-Taking Skills (4 x .5)	2
EDUCA	233	Foundations of Education	3
EDUCA	235	Introduction of Special Education	3
EDUCA	321	Educational Psychology	3
EDUCA	337	Curr/Meth Humanities and Social Sciences	2
EDUCA	338	Curr/Meth Natural Sciences and Mathematics	2
EDUCA	428	Educational Media & Technology	3
EDUCA	432	Tests and Measurements	3
EDUCA	438	Education Law	3
EDUCA		Elective	3
<b>Total Professional Courses</b>			<b>33</b>

**Specialty Area Requirements\***

ART	336/337	Survey & Craft I or II	3
EDUCA	324	Teaching of Language Arts	2

EDUCA	336	Children's Literature	3
EDUCA	436	Modern Elementary Schools	2
GEO	332	Regional Geography	3
HIST	231	American History I	3
HIST	333	North Carolina History	3
MATH	330	Modern Math Applications	3
MUSIC	334	Public School Music	3
PE	421	Practice/Procedures in Health	2
PE	422	Practice/Procedures in PE	2
PSYCH	331	Child Development	3
SOC	132	Introduction to Sociology	3
<b>Total Specialty Area Requirements</b>			<b>35</b>

**Student Teaching\*** **12**

**GRAND TOTAL ELEMENTARY EDUCATION MAJOR 127**

*\*These courses must be passed with a grade of "C" or better.*

## English Education

The English Education major prepares students to understand adolescents, to use current teaching theories and methods, and to discover the role of literature and writing in the development of the high school student. English Education students learn new technologies that are part of teaching English today, especially the use of computers for writing and creative uses of videos, tapes and overhead projectors for literature and writing. Knowing the importance of English in the secondary school curriculum, our mission is to send men and women into teaching that are well prepared in their field and who have a love of learning that inspires their students. The English teacher becomes a mentor when he or she models both competence and enthusiasm, drawing the student into a dynamic learning process. The goals of the English Education major are: 1) to develop excellence in communicative skills and critical thinking through the study of literature and language; and 2) to develop the ability to apply different concepts of learning and a variety of teaching techniques to instruction.

## English Education Major

The following requirements must be met in order to earn a Bachelor of Arts degree in English Education.

<b>Courses</b>			<b>Hours</b>
<b>General Education Requirements</b>			<b>47</b>
<b>Professional Courses*</b>			
CIS	240	Microcomputer Software Application	3
EDUCA	232	Basic Test-Taking Skills (4 x .5)	2
EDUCA	233	Foundations of Education	3
EDUCA	235	Introduction of Special Education	3
EDUCA	321	Educational Psychology	3
EDUCA	339	Content Area Reading	3
EDUCA	345	Teaching of English	3
EDUCA	428	Educational Media & Technology	3
EDUCA	431	Principles of Secondary Education	3



EDUCA	432	Test and Measurements	3
PSYCH	332	Psychology of Adolescence	3
<b>Total Professional Courses</b>			<b>32</b>
<b>Specialty Area Requirements*</b>			
ENGL	224	Modern Grammar	3
ENGL	233	Advanced Composition	3
ENGL	253	Literary Terms	3
ENGL	328	American Literature I	3
ENGL	329	American Literature II	3
ENGL	331	English Literature I	3
ENGL	332	English Literature II	3
ENGL	334	17 <sup>th</sup> & 18 <sup>th</sup> Centuries, From Religion to Enlightenment	3
ENGL	337	The English Language	3
ENGL	431	Shakespeare	3
ENGL	437	20 <sup>th</sup> Century English Literature: Literary Texts in a Global Context	3
<b>Total Specialty Area Requirements</b>			<b>33</b>
<b>Student Teaching*</b>			<b>12</b>
<b>GRAND TOTAL ENGLISH EDUCATION MAJOR</b>			<b>124</b>

*\*These courses must be passed with a grade of "C" or better.*

## Exceptional Children Education

The Teacher Education Program offers the Bachelor of Arts Degree in Exceptional Children Education with a concentration in Specific Learning Disabilities (K-12). This rigorous program inclusive of classroom instruction, field experiences and student teaching and internships are designed to prepare students to effectively meet the standards as outlined by our conceptual framework, "Teacher as Mentor", Interstate New Teacher Assessment and Support Consortium (INTASC), and Council for Exceptional Children (CEC) Standards for Professional Practice in Relation to Persons with Exceptionalities. In collaboration with our public school mentors, students successfully completing this program are well trained and highly qualified professionals who are able to positively impact student achievement.

## Exceptional Children Education Major

The following requirements must be met in order to earn a Bachelor of Arts degree in Exceptional Children Education.

<b>Courses</b>			<b>Hours</b>
<b>General Education Requirements</b>			<b>47</b>
<b>Professional Courses*</b>			
CIS	240	Microcomputer Software Application	3
EDUCA	223	Foundation of Reading	3
EDUCA	232	Basic Test-Taking Skills (4 x .5)	2
EDUCA	233	Foundations of Education	3
EDUCA	235	Introduction of Special Education	3
EDUCA	321	Educational Psychology	3
EDUCA	428	Educational Media & Technology	3
EDUCA	432	Test and Measurements	3
EDUCA	438	Education Law	3
<b>Total Professional Courses</b>			<b>26</b>
<b>Specialty Area Requirements*</b>			

ART	336/337	Survey in Crafts I or II	3
EDUCA	324	Teaching of Language Arts	2
EDUCA	327	Intro to Learning Disabilities	3
EDUCA	330	Child Development	3
EDUCA	333	Teaching Learning Disabled Children	3
EDUCA	336	Children's Literature	3
GEO	332	Regional Geography	3
MATH	330	Modern Math Applications	3
MUSIC	334	Public School Music	3
PE	421	Practices and Procedures in Health	2
PE	422	Practices and Procedures in PE for Elementary Schools	2
PSYCH	460	Psychology of Exceptional Children and Their Families	3
EDUCA	437	Assessment in Special Education	3
SOC	232	Contemporary Family Life	3
<b>Total Specialty Area Requirements</b>			<b>39</b>
<b>Student Teaching*</b>			<b>12</b>
<b>GRAND TOTAL EXCEPTIONAL CHILDREN EDUCATION MAJOR</b>			<b>124</b>

*\*These courses must be passed with a grade of "C" or better.*

### Exceptional Children Education Minor

Any student not majoring in Education may minor in Exceptional Children Education by successfully completing at least 18 hours as indicated below. The minor in Exceptional Children Education is designed for those students interested in advocating for students with learning or behavioral differences, teaching, or program development for special population. In cases where courses listed below are already required as a part of a major, the student should meet with the Department Head for Education to select an acceptable substitute course.

<b>Courses</b>			<b>Hours</b>
EDUCA	233	Foundations of Education	3
EDUCA	235	Introduction to Exceptional Children	3
EDUCA	327	Introduction to Learning Disabilities	3
EDUCA	333	Teaching Learning Disabled Children	3
EDUCA	437	Assessment in Special Education	3
PSYCH	460	Psychology of Exceptional Children and Their Families	3
<b>Total</b>			<b>18</b>

### Mathematics Education

We believe that quality education begins with the classroom teacher. One of the primary objectives of the Department of Mathematics is to prepare our students for teaching quantitative skills at the secondary level while serving as mentors. To this end, the Department outlines a sequence of course of study that will incorporate all required competencies and adheres to the guidelines for the State of North Carolina Approved Teacher Education Programs.

### Mathematics Education Major

The following requirements must be met in order to earn a Bachelor of Science degree in Mathematics Education.

Courses			Hours
<b>General Education Requirements</b>			<b>47</b>
<b>Professional Courses*</b>			
CIS	240	Microcomputer Software Application	3
EDUCA	232	Basic Test-Taking Skills (4 x .5)	2
EDUCA	233	Foundations of Education	3
EDUCA	235	Introduction of Special Education	3
EDUCA	321	Educational Psychology	3
EDUCA	339	Content Area Reading	3
EDUCA	341	Teaching of Math	3
EDUCA	428	Educational Media & Technology	3
EDUCA	431	Principles of Secondary Education	3
EDUCA	432	Test and Measurements	3
PSYCH	332	Psychology of Adolescence	3
<b>Total Professional Courses</b>			<b>32</b>
<b>Specialty Area Requirements*</b>			
CHEM	141	General Chemistry I and Lab	4
MATH	133	Trigonometry	3
MATH	231	Calculus I	4
MATH	232	Calculus II	4
MATH	331	Calculus III	4
MATH	332	Introduction to Analysis	3
MATH	334	Modern Algebra	3
MATH	335	Modern Geometry	3
MATH	337	Linear Algebra	3
MATH	338	Differential Equations	3
PHYS	241	General College Physics I and Lab	4
<b>Total Specialty Area Requirements</b>			<b>38</b>
<b>Student Teaching*</b>			<b>12</b>
<b>GRAND TOTAL MATHEMATICS EDUCATION MAJOR</b>			<b>129</b>

*\*These courses must be passed with a grade of "C" or better.*

## Music Education (K-12)

The Music Education Curriculum (K-12) is designed to prepare students to become effective teachers and mentors in Music Education. Upon completion of the program of study, music education majors are expected to demonstrate competencies in the specialty and professional areas that ensure effectiveness in the instructional process. Also, see specialty program admissions requirements and guidelines.

### Music Education Major (K-12)

The following requirements must be met in order to earn a Bachelor of Arts degree in Music Education.

Courses			Hours
<b>General Education Requirements</b>			<b>47</b>
<b>Professional Courses*</b>			
CIS	240	Microcomputer Software Application	3

EDUCA	232	Basic Test-Taking Skills (4 x .5)	2
EDUCA	233	Foundations of Education	3
EDUCA	235	Introduction of Special Education	3
EDUCA	321	Educational Psychology	3
EDUCA	339	Content Area Reading	3
EDUCA	347	Teaching of Vocal Music	2
EDUCA	348	Teaching of Instrumental Music	2
EDUCA	428	Educational Media & Technology	3
EDUCA	431	Principles of Secondary Education	3
EDUCA	432	Test and Measurements	3
PSYCH	332	Psychology of Adolescence	3
<b>Total Professional Courses</b>			<b>33</b>

### Specialty Area Requirements\*

#### Theoretical Studies

MUSIC	120	Fundamentals of Music	3
MUSIC	121	Music Skills I	1
MUSIC	122	Music Skills II	1
MUSIC	221	Music Skills III	1
MUSIC	222	Music Skills IV	1
MUSIC	131	Music Theory I	2
MUSIC	132	Music Theory II	2
MUSIC	231	Music Theory III	2
MUSIC	232	Music Theory IV	2
MUSIC	331	Computer Technology for Musicians	3

#### Applied Theoretical Studies

MUSIC	111	Class Piano	1
MUSIC	211	Class Piano II	1
MUSIC	311	Class Piano III	1
MUSIC	411	Introduction to Electronic Technology	1

#### Leadership Skills

MUSIC	227	Conducting Techniques	1
MUSIC	228	Choral Conducting & Literature	1
MUSIC	229	Instrumental Conducting & Literature	1
MUSIC	341	Instrumental & Choral Arranging	2

#### History & Literature

MUSIC	237	Medieval and Renaissance History and Literature	2
MUSIC	238	Music and World Cultures	2
MUSIC	335	Music Seminar	0
MUSIC	337	Baroque and Classical History and Literature	2
MUSIC	338	Romantic and 20 <sup>th</sup> Century History and Literature	2

#### Applied Studies

Applied		Voice or Piano	6
MUSIC	333	Junior Recital	.5
Ensemble		Ensemble	1.5

#### Music Education

MUSIC	113	Class Voice	1
MUSIC	223	Class Instrument I	1
MUSIC	224	Class Instrument II	1
MUSIC	225	Class Instrument III	1



**Total Specialty Area Requirements depending on Concentration 45-50****Student Teaching\* 12****GRAND TOTAL MUSIC EDUCATION MAJOR 138-142***\*These courses must be passed with a grade of "C" or better.***Social Studies Education**

The mission of the Social Studies major program at Saint Augustine's College is to provide a well-defined program of courses for students seeking a traditional liberal arts education, and to train them successfully for specific careers in teaching. The program also has application for government, private industry and business as well. The Social Studies major also seeks to prepare students for professional and/or graduate studies. This program aims to expand the intellectual horizons of students and broaden their life experiences. A student pursuing a degree in Social Studies will acquire a better understanding of society and an appreciation for other cultures and peoples who make up the world community.

**Social Studies Education Major**

The following requirements must be met in order to earn a Bachelor of Arts degree in Social Studies Education.

<b>Courses</b>			<b>Hours</b>
<b>General Education Requirements</b>			<b>47</b>
<b>Professional Courses*</b>			
CIS	240	Microcomputer Software Application	3
EDUCA	232	Basic Test-Taking Skills (4 x .5)	2
EDUCA	233	Foundations of Education	3
EDUCA	235	Introduction of Special Education	3
EDUCA	321	Educational Psychology	3
EDUCA	339	Content Area Reading	3
EDUCA	344	Teaching of Social Studies	3
EDUCA	428	Educational Media & Technology	3
EDUCA	431	Principles of Secondary Education	3
EDUCA	432	Test and Measurements	3
PSYCH	332	Psychology of Adolescence	3
<b>Total Professional Courses</b>			<b>32</b>
<b>Specialty Area Requirements*</b>			
ECON	235	Principles of Microeconomics	3
GEO	332	Regional Geography	3
HIST	231	American History I	3
HIST	232	American History II	3
HIST	233	European History I	3
HIST	234	European History II	3
HIST	324	African-American History I	3
HIST	325	African-American History II	3
HIST	333	North Carolina History	3
PLPS	131	American National Government	3
PLPS	231	Intro to Political Science	3
SOC	132	Intro to Sociology	3

SOC	231	Modern Social Problems	3
<b>Total Specialty Area Requirements</b>			<b>39</b>
<b>Student Teaching*</b>			<b>12</b>
<b>GRAND TOTAL SOCIAL STUDIES EDUCATION MAJOR</b>			<b>130</b>

*\*These courses must be passed with a grade of "C" or better.*

## Physical Education Teacher Education

In the Physical Education Teacher Education program, the student receives a high quality professional preparation for licensure in grades K-12. The versatility in the program provides students with the knowledge and skill to teach physical education, coach, organize and supervise youth sports programs, and pursue graduate studies. The program goals are to prepare student that will be able to; 1) conduct purposeful programs of physical education in public and private schools, K-12, community, and senior Colleges; 2) direct and lead recreational programs in a variety of situations, such as community recreational centers and playgrounds, boy's and girl's clubs, and cooperate settings; 3) pursue graduate studies in allied professions; 4) serve as community health and wellness advocates, and; have the ability to teach others to serve as mentors and advocates for better health and wellness.

## Physical Education Teacher Education Major

The following requirements must be met in order to earn a Bachelor of Science degree in Physical Education Teacher Education.

<b>Courses</b>			<b>Hours</b>
<b>General Education Requirements</b>			<b>47</b>
<b>Professional Courses*</b>			
CIS	240	Microcomputer Software Application	3
EDUCA	232	Basic Test-Taking Skills (4 x .5)	2
EDUCA	233	Foundations of Education	3
EDUCA	321	Educational Psychology	3
EDUCA	339	Content Area Reading	3
EDUCA	349	Teaching Physical Education	2
EDUCA	428	Educational Media & Technology	3
PE	335	Corrective and Adaptive Physical Education	3
PE	432	Tests and Measurements in PE	3
PSYCH	332	Psychology of Adolescence	3
<b>Total Professional Courses</b>			<b>28</b>
<b>Specialty Area Requirements*</b>			
ART	336	Survey in Crafts	3
PE	118	Beginning Swimming	1
PE	121	SAT: Individual & Dual Sports	2
PE	122	SAT: Team Sports	2
PE	221	First Aid, Safety and Prevention	2
PE	231	Intro to Physical Education	3
PE	232	Gymnastics	3
PE	234	Principles of Physical Education	3
PE	241	Human Anatomy/Physiology and Lab	4
PE	331	Athletic Coaching and Officiating	2
PE	332	Athletic Coaching and Officiating	2

PE	333	Kinesiology	3
PE	421	Practice/Procedures in Health Education	2
PE	422	Practice/Procedures in PE for Elementary Schools	2
PE	433	Dance	2
PE		Electives	9
<b>Total Specialty Area Requirements</b>			<b>45</b>

**Student Teaching\*** **12**

**GRAND TOTAL PHYSICAL EDUCATION TEACHER EDUCATION MAJOR 131**

*\*These courses must be passed with a grade of "C" or better.*

## **Department of Human Performance and Wellness**

The Department of Human Performance and Wellness is committed to high quality development of the student. The department's two-fold purpose is to, first prepare students through the physical activity curriculum to function effectively in personal and social relationships and second, prepare students for leadership positions in health, fitness, and professional service roles in human performance professions.

The Human Performance and Wellness curriculum offers students majoring in performance a wide range of opportunities for careers and graduate studies options. Upon completion of the program, students qualify for career opportunities such as health, fitness, and wellness positions through various service areas (e.g. recreation, YMCA, YWCA, coaching, fitness clubs, etc.)

All students majoring in Physical Education Teacher Education and Human Performance and Wellness must be proficient in at least two team sports and two individual and/or dual sports. All majors must take and pass the Physical Education Departmental Exam with a 70% score. This exam must be taken by the fall semester of their junior year. The majors who fail to score a minimum score of 70% must successfully complete a skill development plan as developed by the Human Performance and Wellness faculty. Student majoring in Human Performance and Wellness will be offered the opportunity to take a concentration in Sports Information or Sports Management. Each major is assigned to a department faculty member for advising. The student majors should make an early decision as to whether or not they will go into the Physical Education Teacher Program (see Department of Education for requirements). The major with this certification is especially designed for students who want to teach and work in this field as a career.

### **Human Performance and Wellness Major**

The following requirements must be met in order to earn a Bachelor of Science degree in Human Performance and Wellness.

<b>Courses</b>			<b>Hours</b>
<b>General Education Requirements</b>			<b>47</b>
<b>Major Requirements*</b>			
ART	336	Survey of Crafts	3
CIS	240	Microcomputer Software Application	3
EDUCA	205	Parallel Internship I	3

EDUCA	206	Parallel Internship II	3
PE	118	Beginning Swimming	1
PE	121	SAT: Individual & Dual Sports	2
PE	122	SAT: Team Sports	2
PE	221	First Aid, Safety and Prevention	2
PE	231	Intro to Physical Education	3
PE	232	Gymnastics	3
PE	234	Principles of Physical Education	3
PE	241	Human Anatomy/Physiology and Lab	4
PE	321	Intro to Recreation	2
PE	322	Prin/Prac of Outdoor Recreation	2
PE	323	Community Recreation	3
PE	331	Athletic Coaching and Officiating	2
PE	332	Athletic Coaching and Officiating	2
PE	333	Kinesiology	3
PE	334	Social and Community Health	2
PE	335	Corrective and Adaptive PE	3
PE	336	Organization & Administration in PE	3
PE	422	Practice/Procedures in PE for Elementary Schools	2
PE	432	Tests and Measurements in PE	2
PE	433	Dance	2
<b>Total Specialty Area Requirements</b>			<b>60</b>
EDUCA		Elective	3
PE		Major Electives	12
		Open Electives	6

**GRAND TOTAL HUMAN PERFORMANCE AND WELLNESS MAJOR 128**

*\*These courses must be passed with a grade of "C" or better.*

### Health Education Minor

Any student may minor in Health Education by successfully completing at least 19 hours as indicated below. The minor in Health Education is designed for students who are interested in promoting good health, administering health related programs or becoming a professional health educator. The following 19 hours of course work are suggested for the minor. In cases where courses listed below are already required as a part of a major, the student should meet with the Department Head for Physical Education to select an acceptable substitute course.

<b>Course</b>			<b>Hours</b>
PE	123	Personal Health	2
PE	250	Introduction to Public Health	3
PE	329	Seminar HIV/AIDS	3
PE	330	School Health	2
PE	334	Social and Community Health	2
PE	340	Health for Teachers and Health Workers	2
PE	430	Instruction in Health	2
SOC	132	Introduction to Sociology	3
<b>Total</b>			<b>19</b>



## **Division of Liberal and Interdisciplinary Studies**

The Division of Liberal and Interdisciplinary Studies (LIS) offers educational opportunities to strengthen the intellectual, moral and spiritual values of students in both the General Education Program, and six degrees hosted by the faculty of the Division. The members of the departments of English, philosophy and religion, history, international studies, visual and performing arts, and journalism and mass communication work together to produce knowledgeable, critical citizens for our diverse and complex community.

While the faculty prepares students for work in specific professions, their work with students is informed by their commitment to the interrelatedness of knowledge. The faculty encourages an appreciation of cultural similarities and differences in a global context through innovative teaching methods and groundbreaking programs. It provides students opportunities for both internal and external internships, and major and/or minor programs in every department of the Division.

The division prepares students for a variety of careers, and graduate and professional schools. The faculty ultimately is committed to the proposition that education is a life-long learning process. Students graduating from the Liberal and Interdisciplinary Studies Division are expected to make meaningful contributions to society through application of knowledge, values, and skills acquired at Saint Augustine's College.

### **Division Requirements**

- PHIL 231 Introduction to Philosophy
- CIS 240 Microcomputer Software Application
- Literature Course
- Visual and Performing Arts Course

Students wishing to have a second area of preparation or enrichment may minor in any of the academic areas within the division. The division also offers a Religious Studies minor.

### **Requirements for Admission and Performance Evaluation**

The requirements for admission to an academic program are provided under the department sections. Some programs require a “performance evaluation” (e.g., music) for admission, while others have a GPA requirement (e.g., music education). The criteria are listed under the appropriate department in this section of the catalog. Prospective students should confer with the department heads for full details.

### **Department of Communications**

## Departmental Standards for Admission to the Majors

A student who intends to major in Journalism and Mass Communications must earn at least two B's and a C in the three required communications courses -- English 131, English 132, and Communication Skills (COMM 201) -- the end of the sophomore year. The minimum overall grade point average for students to be admitted into the Journalism and Mass Communications major is 2.0.

### Communications Minor

Students minoring in Journalism and Mass Communications select 18 hours of courses from the curriculum (requirements and electives), in consultation with their advisor and with the approval of the Department Head. Because of the broad nature of Mass Communications, it is not possible to design a single list of courses for fulfilling a minor in the field. Each sequence requires courses specific to that sequence. Students minoring in Journalism or Public Relations must plan an individualized course of study with their Advisor and with the approval of the Department Head. Each student working for a minor must complete three courses (nine hours) from the required Journalism and Mass Communications Core. Nine additional hours will be chosen according to the student's needs.

### Communications Major Core Requirements

Courses			Hours
COMM	202	Survey of Mass Communications	3
COMM	218	News Writing	3
ENGL	224	Modern English Usage	3
COMM	350	Media Law	3
COMM	458	Internship	3
<b>TOTAL</b>			<b>15</b>

### Communications: Broadcasting

Students in this course of study learn about the operation and management of radio and television stations. This sequence provides students with a mastery of basic skills, including writing for radio and television, the fundamentals of audio and video production, broadcast editing, and broadcast management. The coursework prepares students to enter the field of broadcasting to pursue careers in news, production, programming, management and sales. In addition to a strong theoretical foundation, students also obtain practical experience at the campus radio and television stations and through internships with commercial and noncommercial broadcast companies in the community.

Courses			Hours
COMM	211	Writing for Radio and Television	3
COMM	331	Broadcast and Film Editing	3
COMM	411	Video Production I	3
COMM	412	Video Production II	3
COMM	415	Broadcast Management	3
COMM	423	Audio Production	3
			<b>18</b>

General Education Requirements	47
Divisional Requirements	12
Communications Core Requirements	15
Major Electives	15
Free Electives	15
<b>GRAND TOTAL COMMUNICATIONS: BROADCASTING MAJOR</b>	<b>124</b>

### Communications: Editorial News (Print Journalism)

The program is designed to prepare students to become skillful reporters, researchers, and writers for print media, including newspapers and magazines. The course of study provides both theoretical studies and hands-on experience with computer-based editing equipment. Additionally, students will have opportunities to gain work-related experience in the mass media.

Courses			Hours
COMM	328	Reporting	3
COMM	341	Feature Writing	3
COMM	401	Copy Editing	3
COMM	425	Newspaper Production (student publications)	3
COMM	427	Publication Concepts (student publications)	3
<b>Choose One:</b>			3
COMM	314	Fundamentals of Photography	
COMM	351	Desktop Design	
COMM	457	Seminar Special Topics and Journalism	
			<b>18</b>

General Education Requirements	47
Divisional Requirements	12
Communications Core Requirements and Editorial News	15
Major Electives	15
Free Electives	15
<b>GRAND TOTAL COMMUNICATIONS: EDITORIAL NEWS</b>	<b>122</b>

### Communications: Public Relations

Students are introduced to the ways organizations communicate with their constituencies, such as clients, employees, and the media. This sequence prepares students to use sound technical and managerial skills to meet communications needs within organizations. Students who complete this course of study will have the skills to function in organizations as public relations practitioners, public information officers, and communications managers in fields as diverse as sports, entertainment, government, and business.

Courses			Hours
COMM	211	Writing for Radio/Television	3
COMM	313	Introduction to Public Relations	3
COMM	351	Desktop Design	3
COMM	360	Media Research	3
COMM	430	Public Relations Problem-Solving	3
<b>Choose One:</b>			
COMM	314	Fundamentals of Photography	3

COMM	401	Copy Editing (Journals)	
COMM	411	Video Production	
COMM	425	Newspaper Production (student publications)	
			<hr/>
			18
General Education Requirements			47
Divisional Requirements			12
Communications Core Requirements			15
Major Electives			15
Free Electives			15
<b>GRAND TOTAL COMMUNICATIONS: PUBLIC RELATIONS</b>			<hr/>
			122

## Department of English

### Departmental Standards for Admission to the Majors

A student who intends to major in English must earn at least two B's and a C in the three required communications courses -- English 131, English 132, and Communication Skills (COMM 201) -- the end of the sophomore year. The minimum overall grade point average for students to be admitted into the English major is 2.0.

### English Minor

Students minoring in English select 18 hours of courses from the English curriculum (requirements and electives), in consultation with their English advisor and with the approval of the Department Head. At least one of the courses (three hours) must be a "language" course, chosen from the following: ENGL 224 [Modern English Usage], ENGL 233 [Advanced Composition], ENGL 290 [Business/Technical Writing], ENGL 337 [The English Language], and ENGL 341 [Introduction to Linguistics].

### English Major

Courses			Hours
ENGL	224	Modern English Usage	3
ENGL	227	African-American Literature	3
ENGL	233	Advanced Composition	3
ENGL	235	Modern African Literature	3
ENGL	253	Literary Genres	3
ENGL	300	Research Methods	3
ENGL	328	American Literature I	3
ENGL	329	American Literature II	3
ENGL	331	English Literature I	3
ENGL	332	English Literature II	3
ENGL	337	The English Language	3
ENGL	341	Introduction to Linguistics	3
ENGL	431	Shakespeare	3
ENGL	436	From Wordsworth to Wilde: 19 <sup>th</sup> Century English Literature	3
ENGL	437	20 <sup>th</sup> Century English Lit: Literary Texts in Global Context	3
ENGL	445	Women's Literature	3
			<hr/>
			48



General Education Requirements	47
Divisional Requirements	12
Free Electives	18
<b>GRAND TOTAL ENGLISH MAJOR</b>	<b>125</b>

## **Department of History**

### Department Standards for Admissions

A student who intends to major in history should earn at least one B and one C in the General Education history courses (HIST 133 and 134 or HIST 231 and 232) and a minimum overall grade point average of 2.0. Following are the requirements for a major in History:

### History Major

Courses			Hours
HIST	231	American History I	3
HIST	232	American History II	3
HIST	233	European History I	3
HIST	235	Survey of African Culture and Civilization I	3
HIST	324	The African-American in United States History I	3
HIST	325	The African American in United States History II	3
HIST	340	Colonial America, 1500-1775	3
HIST	350	The Emerging Nation, 1776-1899	3
HIST	360	Twentieth Century America	3
HIST	440	Methods in Historical Research	3
HIST	441	Seminar in American History	3
HIST		Electives	6
GEO	331	Principles of Geography	3
GEO	332	Regional Geography	3
PLPS	331	American National Government	3
PLPS	334	American Political Thought	3
			<hr/> 51
General Education Requirements			47
Divisional Requirements			12
Electives			15
<b>GRAND TOTAL HISTORY MAJOR</b>			<b>127</b>

### Department of International Studies

The Department of International Studies comprises the Africana Studies Program and the Foreign Language Program. The department also sponsors the Study Abroad, Exchange Program and Service-Learning Program for students.

### Africana Studies Program

The Africana Studies Program focuses on the totality of the African world experiences which ensures a more authentic perspective of African culture and life. It is a multicultural and multidimensional approach intended to encourage students, teachers and researchers to assess various strategies for advancing inter-racial, intra-racial, inter-ethnic and intra-ethnic understanding among all Americans – an understanding that is intended to promote rich diversity within the college community. Africana Studies provides an intellectual framework concerned with the study and examination of the African world experience from the past, present and

current historical unfolding within the context of a multidimensional reality. The program will include the study of structuring, analyzing and integrating materials from many academic fields.

### Courses related to Africana Studies

ART 233	Modern Art	HIST 324	African American History I
ART 334	African American Art History	HIST 325	African American History II
ART 335	Art of the Harlem Renaissance	HIST 440	Methods of Historical Research
ENGL 227	African American Literature	MUSIC 325	Survey of African American Music I
ENGL 235	Modern African Literature	MUSIC 326	Survey of African American Music II
ENGL 300	Research Methods	MUSIC 328	Music & World Cultures
HIST 235	Survey of African Culture and Civilization I	REL 232	Survey of Comparative Religion
HIST 236	Survey of African Culture and Civilization II	REL 441	Afrocentric Theology

### Department of Foreign Languages

#### Foreign Language Requirement

- The student who has studied a foreign language in high school and whose level of preparedness may indicate eligibility for enrollment in a higher level course will take an appropriate assessment test in a chosen foreign language with the results to be used to determine the student's level of proficiency;
- A student whose dominant/first language is French, German, or Spanish will take a higher-level course in that language or enroll in a language course other than that of his/her native language to satisfy the foreign language requirement.
- A student may **not** test out of the foreign language requirement but may test into a higher-level course by taking the assessment test.

#### The Foreign Language Minor

The total number of credit hours to satisfy the requirements for a foreign language minor is 18 hours. Students who prove by placement testing to be proficient in the language at levels beyond the intermediate levels will then have to satisfy minimally 12 hours of the language minor to satisfy the total requirement of 18 hours and may choose from the following courses according to their own interest and the advise of the foreign language faculty. The elementary language courses are for the removal of deficiencies only. Credit for these courses may not count towards the minor.

#### French Minor

<u>Course</u>	<u>Number</u>	<u>Descriptive Title</u>	<u>Credits</u>
FREN*	131	Elementary French I	3
FREN*	132	Elementary French II	3
FREN	231	Intermediate French I	3
FREN	232	Intermediate French II	3
FREN	233	Business French I	3

FREN	234	Business French II	3
FREN	235	French Conversation I	3
FREN	236	French Conversation II	3
FREN	331	Survey of French Literature I	3
FREN	332	Survey of French Literature II	3
FREN	333	French Civilization	3
FREN	336	Black Writers in French Literature	3
FREN	431	Senior Seminar	3

**GRAND TOTAL FRENCH MINOR 18**

### Spanish Minor

<u>Course</u>	<u>Number</u>	<u>Descriptive Title</u>	<u>Credits</u>
SPAN*	131	Elementary Spanish I	3
SPAN*	132	Elementary Spanish II	3
SPAN	231	Intermediate Spanish I	3
SPAN	232	Intermediate Spanish II	3
SPAN	233	Business Spanish I	3
SPAN	234	Business Spanish II	3
SPAN	235	Spanish Conversation I	3
SPAN	236	Spanish Conversation II	3
SPAN	331	Survey of Spanish Literature I	3
SPAN	332	Survey of Spanish literature II	3
SPAN	333	Spanish Civilization	3
SPAN	431	Senior Seminar	3
<b>GRAND TOTAL FOR SPANISH MINOR</b>			<b>18</b>

### German Courses\*\*

<u>Course</u>	<u>Number</u>	<u>Descriptive Title</u>	<u>Credits</u>
GERM	131	Elementary German I	3
GERM	132	Elementary German II	3

\*Courses for removal of deficiencies only. Credit not counted towards the minor.

\*\*Additional Courses may be taken in German within the Cooperating Raleigh Colleges (CRC)

### Study Abroad

The faculty in the department will work with students from all majors who wish to study abroad. While participating in the Study Abroad Program, students are required to enroll in a minimum course load of 12 hours. It is recommended that the international courses reflect the course required to complete the degree program for your major. All coursework attempted during the study abroad must receive prior approved by the college. Please consult with your advisor, department head and the director of the study abroad program to complete the appropriate form.

### Service-Learning

Service Learning is a pedagogy using active learning strategies that link community service projects with the curriculum. The formal academic study is related to the community service, which in turn enriches the student's learning.



## Department of Philosophy and Religion

### Religious Studies Minor

The minor is an 18-hour program for students pursuing a bachelor's degree in any discipline. The program is designed to prepare students for leadership in their denomination, and to enrich their spiritual and personal lives. Students will be expected to take five core courses and one optional course. The courses are:

Courses			Hours
<b>Required Courses</b>			
REL	233	Old Testament Survey	3
REL	232	Survey of Comparative Religions	3
REL	234	New Testament Survey	3
REL	331	Survey of Church History	3
REL	440	Contemporary Theological Perspectives	3
<b>Choose One</b>			3
REL	442	The Role of Women in Scripture and Church History	3
REL	232	Survey of Comparative Religions	3
PHIL	231	Introduction to Philosophy	3
REL	441	Afro-centric Theology	3
<b>GRAND TOTAL RELIGIOUS STUDIES MINOR</b>			<b>18</b>

### Pre-Seminary Program

#### Rationale

The Pre-Seminary Program is a major component of the rich legacy of Saint Augustine's College. The founders understood that one of the primary missions of the College was to train men and women for the clergy. By 1964, a full 33% of the Black Episcopal clergy in America completed their pre-seminary training at Saint Augustine's College. The expressed purpose of this program remains unchanged: it is to recruit and train young men and women who wish to respond to a call to the ministry. Students in the pre-seminary program will complete the course work for the minor in Religious Studies, and major courses required in their individual plans of study. Students may choose their own area of study for their Bachelors Degree.

#### Practical Experience

Students in the pre-seminary program will also have opportunities for a variety of community service ministry experiences including an internship in a local congregation.

## Department of Visual and Performing Arts

### Requirements for Admission to the Visual and Performing Arts Program

Students declaring a major in one of the Visual and Performing Arts disciplines (music, visual arts, or theater & film production) must begin the admission process during their freshman year by reporting to the Visual and Performing Arts Department and completing an orientation form.

The Visual and Performing Arts Department, through advisement, will monitor the student's progress into and through the program.

#### **Admission Requirements for Visual Arts Majors**

Students majoring in Visual Arts should obtain a 2.5 in the fundamental art courses (ART 100, 101, 102, and 103) and a cumulative GPA of 2.0.

#### **Admission Requirements for Music Majors**

All students must take a proficiency exam in music theory and audition before the music faculty. At the audition, the student should be prepared to demonstrate the following:

##### **Piano:**

- Major scales - 4 octaves, hands together;
- Minor Scales - (at least one form) 4 octaves;
- Arpeggios - major and minor triads for 4 octaves;
- A Bach-two part invention or work of comparable difficulty;
- A movement from Haydn, Mozart or Beethoven sonatina or early sonatas (all movements);
- A Romantic work of Chopin, Schumann, Mendelssohn or Brahms; and
- A work of applicant's choice. Applicants who fail to meet these requirements may be admitted on a preparatory basis with the expectation that they meet these requirements within a year.

##### **Voice:**

- A voice of attractive quality, agile and resonant with a range of two octaves;
- The ability to distinguish and sing on pitch;
- A repertoire that includes songs by such well-known classical composers as Handel, Schubert, and Purcell; and
- A background that includes participation in solo and ensemble festivals promoted by the state and/or experience singing in the church.

##### **Instrumental:**

- All major scales. Each scale is to be played through the most accepted and practical range on the instrument;
- Chromatic scale. This scale is to be played throughout the practical range of the instrument. It should be slurred ascending and tongued descending or vice-versa;
- One piece selected from the following:
  - Standard etude on the chosen instrument. (Rose for the clarinet, etc.)
  - Composition chosen from the Band and Orchestra Directors Association
  - Manual of student's home state, or a piece of comparable musical content.

#### **Percussionists also Play the Following Rudiments:**

- |                     |                     |
|---------------------|---------------------|
| • Long Roll         | • Double Drag       |
| • Seven Stroke Roll | • Lesson 25 Ratatap |

- Double Paradiddle
- Ruff (drag)
- Hand to Hand Flams  
Flam Accent =1

- Flam Paradiddle
- Single Ratamacue
- Five Stroke Roll
- Flamacue
- Triple Raramacue
- Single Drag

### **Provisional Admission of Music Majors**

Musicians who do not meet basic performance or theory requirements will receive provisional admission to the Department. They will have one year to raise their proficiency levels as required, with a review after the first semester. During the Provisional period, the student will be assigned a departmental advisor who will monitor the student's progress; receive individual instruction in voice or instrument; and/or enroll in Music Fundamentals I, and Music Seminar. During Spring Semester Registration, students will meet again with their advisors, review Jury Exam comment sheets and final grade in their individual instrument, in Music Fundamentals, and Music Seminar.

A minimum grade of "C" must be received in all three courses in order to continue in the provisional program. If the minimum grade requirement is not met, the student will no longer be considered a provisional department member. A change of major form will be completed and signed during the Spring Semester registration process. If the student obtains a minimum grade of "C" in the same three courses second semester, the student will then be formally admitted to the Department. If minimum requirements are not met, the change of major form will be completed during the Fall Semester Registration.

**NOTE:** *Provisional admission to the Department includes significant work at a pre-College level. Therefore, it is unlikely that the student admitted under the Provisional Guidelines will be able to complete a degree in four years.*

### **Communication Competencies for Theater and Film Production Majors**

Theatre and Film Production requires strong competencies in written and oral communication skills. Therefore, students majoring in this discipline must earn a cumulative GPA of 2.5 in the three required communication courses (ENGL 131, 132 and COMM 201) and a cumulative GPA of 2.0 overall.

### **Acceptance into the Theatre and Film Major**

#### **Admission Process**

Applicants for the Theatre and Film programs will be selected from the following criteria: talent, commitment, passion, a strong willingness to learn the art and the craft at its highest level, as well as letters of recommendation, and grade point average. Portfolios may be considered.

#### **Qualifying Examinations**

During the spring of your freshman year, you will choose a film or theatre focus, as you enter into the qualification arena. At this juncture, you will schedule appointments to meet with your advisor to undergo an evaluation of your current college standing, which includes but is not limited to your GPA, absences and tardiness from class and teacher recommendations.



## Degree Offering in the Visual Arts

The Visual Arts program encourages creativity and imagination in the use of intellectual skills through the arts. Emphasis is on the mastery of modern computer processes as well as the traditional media of two- and three-dimensional art forms, with the specific aim of a well-rounded educational experience. The program offers an introduction to skills necessary for success in a competitive world.

## Studio Class Preparation

Whenever applicable, courses will encompass skills in the use of traditional media as well as skills in computer programs. Students are expected to make time available outside of the scheduled classroom instructional time on a regular basis for work in the studio and the computer laboratory to develop these skills. Generally, the time will be a minimum of one hour for every hour of scheduled classroom instructional time.

## Supplies

Art students will be expected to purchase their own supplies for all studio and graphic art courses. The cost and nature of these supplies will vary with the particular course.

## Academic Standing

Students with a cumulative Grade Point Average (GPA) of 2.5 or greater in their major courses will meet the Academic Standing requirement.

## Visual Arts Major

Courses			Hours
<b>Required Courses</b>			
ART	100	2D Design	3
ART	101	3D Design	3
ART	102	Materials and Methods	3
ART	103	Dimensions of Art	3
ART	131	Introduction to Drawing	3
ART	132	Color and Design	3
ART	143	Introduction to Painting	3
ART	232	Introduction to Ceramics	3
ART	235	Introduction to Sculpture	3
ART	331	Survey of Art History I	3
ART	332	Survey of Art History II	3
ART	347	Water Color Painting	3
<b>Choose One</b>			3
ART	233	Modern Art	
ART	334	African-American Art	
ART	338	Art of the Harlem Renaissance	
ART	339	Art of the Italian Renaissance	
ART	412	Senior Exhibition	1
ART	413	Internship	3
<b>TOTAL VISUAL ARTS MAJOR CORE REQUIREMENTS</b>			<b>43</b>

## Concentration Courses

### Visual Arts Major: Graphic Arts

A minimum of 18 hours in advanced graphic arts should be chosen from the courses listed below.

Choose for a Minimum of 18 hours				Hours
ART	325	Graphics I		3
ART	326	Illustration		3
ART	327	Graphics II		3
ART	411	Senior Studio		3
ART	431	Fundamentals of Photography		3
ART	460	Graphics III		3
ART	490	Graphics IV		3
ART	412	Senior Exhibition		1
ART		Advanced Studio Arts Elective I		3
ART		Advanced Studio Arts Elective II		3
				<hr/> 18

### Visual Arts Major: Studio Arts

A minimum of 18 hours in advanced studio arts should be chosen from the courses listed below.

Choose for a Minimum of 18 hours				Hours
ART	237	Painting II		3
ART	241	Life Drawing		3
ART	330	Sculpture II		3
ART	363	Painting III		3
ART	341	Modern Abstract Drawing		3
ART	410	Advanced Painting		3
ART	411	Senior Studio		2
ART	431	Fundamentals of Photography		3
ART	435	Advanced Sculpture		3
		Advanced Graphics Arts Elective I		3
		Advanced Graphic Arts Elective II		3
				<hr/> 18
General Education Requirements				47
Division Requirements				12
Visual Arts Major Core Requirements				43
Visual Arts Concentration Requirements				18
Electives				3
<b>GRAND TOTAL FOR VISUAL ARTS MAJOR SEQUENCE</b>				<b>125</b>

## Degree Offering in Music

The Music Program encourages creativity and imagination through courses in the history, literature, and appreciation of music. The program also develops musical skills in the areas of reading, writing and performance that will support career pursuits in pedagogy, performance and advanced studies.

### Additional Guidelines for Music Majors

- Participation in appropriate music ensemble(s) throughout the period of preparation for graduation is required (minimum of 7 hours);
- Minimum departmental requirements include the successful completion of a half recital (25 minutes of music), with an additional full recital required for Bachelor of Arts in Music Majors;
- Enrollment in Individual Instrument Instruction (Primary instrument/voice) is mandatory until the recital requirement is met;
- Receiving a grade of “F” in Primary instrument/voice disqualifies a student from continuing as a major in music and requires a change of major by the student. The student may be readmitted to the Department by appeal to a faculty committee prior to the close of registration the following semester; and
- All Music majors must pass the Piano Proficiency Exam prior to Junior Standing.

### The following skills are required:

1. Playing all major and minor scales (through 4 sharps and 4 flats) with correct fingering, hands together, two octaves;
2. Playing one selection on the level of a Bach or Mozart Minuet;
3. Play two hymns, patriotic songs, or other selection suitable for use in church or classroom; and
4. Harmonization at sight of a simple folk song with an appropriate accompaniment.

### Academic Standing:

Students who have a grade no lower than “B” will normally meet this requirement of Junior Standing. Students with a Grade Point Average (GPA) of 2.5 and no grade in their major lower than a “C” will meet the Academic Standing requirement. A faculty committee will review students with a GPA of 2.0 to 2.49. Students who do not maintain a 2.0 average will be placed on departmental probation until any deficiencies are removed.

### Music Major

Theoretical Studies			Hours
MUSIC	121	Music Skills I	1
MUSIC	122	Music Skills II	1
MUSIC	221	Music Skills III	1
MUSIC	222	Music Skills IV	1

MUSIC	131	Music Theory I	2
MUSIC	132	Music Theory II	2
MUSIC	231	Music Theory III	2
MUSIC	232	Music Theory IV	2
MUSIC	323	Composition	3
MUSIC	331	Computer Technology for Musicians	2
			<hr/>
			17
<b>Applied Theoretical Studies</b>			
MUSIC	111	Class Piano I	1
MUSIC	211	Class Piano II	1
MUSIC	311	Class Piano III	1
MUSIC	411	Introduction to Electronic Technology	1
MUSIC		Individual Piano or Individual Organ	3
MUSIC	245	Jazz Improvisation I (Must be repeated twice for additional credit)	3
			<hr/>
			10
<b>Leadership Skills</b>			
MUSIC	227	Conducting Techniques	1
MUSIC	251	Pedagogy I	1
MUSIC	252	Pedagogy II	1
MUSIC	443	Special Topics in the Music Industry	3
MUSIC	444	Internship	6
			<hr/>
			12
<b>History and Literature (Select 6 hours from Courses listed below)</b>			
MUSIC	237	Medieval and Renaissance History and Literature	2
MUSIC	238	Music in World Cultures	2
MUSIC	335	Music Seminar	0
MUSIC	337	Baroque and Classical	2
MUSIC	338	Romantic & 20 <sup>th</sup> Century	2
			<hr/>
			6
<b>Applied Studies</b>			
Major		Voice, Piano, or Instrument	8
MUSIC	333	Junior Recital	.5
MUSIC	433	Senior Recital	1
Ensemble		Eight Semesters	4
			<hr/>
			13.5
<b>Music Electives (Select 9 hours from courses listed below)</b>			
MUSIC	113	Class Voice	1
MUSIC	228	Choral Conducting and Literature	1
MUSIC	229	Instrumental Conducting and Literature	1
MUSIC	237	Medieval and Renaissance Music History	2
MUSIC	243	Diction I	I
MUSIC	244	Diction II	I
MUSIC	246	Jazz Improvisation II (may be repeated twice for 3 hrs credit)	11
MUSIC	423	Introduction to Church Music	3
MUSIC	429	Independent Study	3
MUSIC		Adv Individual Instruments (2 hours and semester- Jr. and Sr. year)	4
			<hr/>
			9
			<hr/>
General Education Requirements			47
Division Requirements			12
Music Major Requirements			67.5
<b>GRAND TOTAL MUSIC PERFORMANCE MAJOR</b>			<b>126.5</b>



## Theater and Film Production Major Core

Required Courses for Theater and Film Production Major			Hours
TDF	101	Introduction to Theater and Film	3
TDF	102	History of Theater and Film	3
TDF	201	Introduction to Acting	3
TDF	202	Voice and Articulation	3
TDF	204	Making Documentaries	3
TDF	209	Directing	3
TDF	217-218	Theater Workshop	2
TDF	300	Acting for the Camera	3
TDF	306	Literature for Theater and Film	3
TDF	309	Motion Picture Directing	3
TDF	311	One Act Playwriting	3
<b>TOTAL THEATER/FILM PRODUCTION MAJOR CORE REQUIREMENTS</b>			<b>32</b>

Theater (for Theater choose a minimum of 21 hours)			Hours
TDF	205	The Art of Make-up	3
TDF	208	Costumes for the Stage	3
TDF	247-248	Dramatic Arts Workshop	2
TDF	347-348	Dramatic Arts Workshop	2
TDF	256	Movement for the Actor	3
TDF	257	Introduction to Modern and Jazz Dance	3
TDF	307	Stage Lighting and Sound Effects	3
TDF	308	Stagecraft and Management	3
TDF	317-318	Theater Workshop	2
TDF	417-418	Theater Workshop	2
	421	Dramatic Structure I	3
	422	Dramatic Structure II	3
			<b>21</b>

Film Production (for Film Production choose a minimum of 21 hours)			Hours
TDF	247-248	Dramatic Arts Workshop	4
TDF	347-348		4
TDF	305	Introduction to Production	3
TDF	401	Screenwriting I	3
TDF	403	Visual Filmmaking I	3
TDF	411	Visual Filmmaking II	3
TDF	414	Screenwriting II	3
TDF	421	Dramatic Structure I	3
TDF	422	Dramatic Structure II	3
TDF	450	Producing Your Thesis	3
			<b>21</b>

General Education Requirements	47
Division Requirements	12
Theater and Film Production Major Core Requirements	32
Concentration Theater or Film Requirements	21
Electives	10
<b>GRAND TOTAL THEATER AND FILM PRODUCTION MAJOR</b>	<b>122</b>

## **Division of Military Science**

### **U.S. Army Reserve Officer Training Corps Program**

ROTC graduates are leaders, thinkers and decision-makers. They meet problems head-on and solve them quickly. They know how to adapt to situations and take charge. They will find that their background and experience in ROTC can be a valuable asset if they decide to pursue a civilian career or a career in the army. The practical experience they gain by leading people and managing money and equipment can place them far ahead of other College graduates competing for jobs that lead to top management positions. The Military Science Program of Instruction is structured to develop the following characteristics within students:

- A strong personal integrity and a sense of duty
- A strong sense of individual responsibility and accountability
- An understanding of the principles of leadership, time management, and organizational structures
- The ability to communicate effectively both orally and in writing
- A general knowledge of the historical development of the U.S. Army and its role in support of national objectives
- An understanding of military life as a commissioned officer to include opportunities and obligations
- The ability to apply principles of leadership, management, and tactics

### **ROTC Scholarships**

At Saint Augustine's College, the award of an Army ROTC scholarship may be the means to a "FREE" College education for qualified students. The President of the College has agreed to provide free room and board to any Saint Augustine's College student that is awarded a competitive three or four year Army ROTC scholarship. This scholarship is given to students pursuing degrees in nursing, engineering, the physical sciences and other technical skills currently in demand by the army. Students who receive a scholarship will be required to attain an undergraduate degree in the field in which the scholarship is awarded.

Four-year scholarships will be awarded to students entering College as freshmen. Three and two year scholarships are awarded to students currently enrolled in College and army enlisted personnel on active duty. Additionally, two-year scholarships are available to students who attend Leader's Training Course (LTC) in the two-year program. These scholarships are awarded based upon outstanding performance.

Each scholarship pays for tuition, required educational fees and provides a specified amount for books, supplies and equipment. Each scholarship also includes a monthly stipend of up to \$400 (up to \$4,500 a year) for every year the scholarship is in effect.

## **Other Scholarships**

Each academic year various veterans' organizations and other military related activities make scholarship funds available to students enrolled in Army ROTC. (Organizations making these awards are USAA, AUSA, VFW and ROCKS etc.).

## **Stipends**

All contracted cadets receive a monthly stipend of up to \$400 depending on their MS level, as well as payment for attending the National Advanced Leadership Camp (NALC) or the Leader's Training Course (LTC).

## **Simultaneous Membership Program (SMP)**

This program provides an opportunity for students who belong to a Reserve or National Guard Unit as enlisted soldiers to also be members of the Army ROTC Program.

As a reservist or guardsman these students, as freshmen or sophomores may earn up to \$3,700 for one summer by attending the enlisted basic and advanced individual training. This is in addition to money earned for the weekend drill with their unit.

A student accepted for the SMP and the Army ROTC Advanced Course retains affiliation with the Reserve or Guard Unit as an officer trainee and is paid for drills and assemblies plus up to \$1,000 a year in monthly stipends of \$150 each.

SMP members are also eligible for certain veteran's, Reserves' or National Guard's educational benefits.

## **Commissioning Requirements**

Satisfactory completion of:

- The Basic Course (via class attendance and/or placement credit)
- The Advanced Course
- The National Advanced Leadership Camp
- A course in Military History (MS 432)
- A course in Computer Science (see Program of Instruction)
- Three (3) courses in the Enhanced Skills Training Program II

The cadet must:

- Maintain at least a 2.0 cumulative grade point average (GPA)
- Pass a Department of Defense medical examination within 24 months of the date of commissioning
- Pass the Army Physical Fitness Test within thirty (30) days of the date of commissioning
- Not have exceeded the 30<sup>th</sup> birthday (25<sup>th</sup> for scholarship students).

## **The Four-Year Curriculum**

The ROTC Program is based on a four-year curriculum ultimately integrated with the normal baccalaureate degree program. Flexibility is provided through a number of options and alternatives. These alternatives recognize previous military related experience and provide accelerated or compressed instruction to allow late entry into the program.

The Four Year Program is divided into two parts: The Basic Course and the Advanced Course. The Basic Course is usually taken during the freshman and sophomore (MS I and MS II respectively) years of College and covers such subjects as management principles, national defense, physical fitness, and field sanitation and leadership development. There is no military obligation for enrollment in the Basic Course. After students have completed the basic course, the ones that have demonstrated the potential to become officers and who have met the physical, moral and scholastic standards are eligible to enroll in the advanced course. The Advanced Course is usually taken during the Junior and Senior years (MS III and MS IV, respectively). It includes instruction in organization and management, tactics, ethics, professionalism and further leadership development.

During the summer between their junior and senior years, NALC cadets attend a fully paid 35-day NALC. This camp gives cadets the chance to put into practice the theories and principles they learned in the classroom and introduces them to army life both in garrison and in the field.

## **The Two-Year Program**

The Two Year Program is designed for juniors and community College graduates, veterans with prior College credit, students at four-year Colleges who did not take ROTC during their first two years, students entering a two-year post-graduate course of study and high school students who plan to attend military junior Colleges. To enter the Two Year Program, students must first attend a fully paid, five weeks Basic Camp normally held during the summer between their sophomore and junior years of College. After successfully completing LTC, students who meet necessary requirements may enroll in the NALC.

## **Placement Credit**

Veterans, reservists, and students with at least three years of Junior ROTC training seeking enrollment in the Advanced Course may be given credit for up to three (3) semester(s) of Basic Course Training. Eligible students may apply to the Professor of Military Science.

## **Acceleration**

As a sophomore, the first two years may be compressed into a single year by simultaneous enrollment in MS I and MS II. This requires the approval of the Professor of Military Science.



### **Select Training Program**

Highly motivated and very promising students may be selected by the Professor of Military Science for participation in elite off-campus summer training programs. These include Airborne School, Cadet Troop Leader Training, Air Assault School and Northern Warfare Training.

### **Textbooks, Uniforms and Equipment**

All military textbooks, uniforms and instructional materials are provided free of charge.

### **Cadet Activity Fee**

This fund is used to defray the cost of the Annual Military Ball, Formal Dining-In and other department-wide activities (\$25 per semester)

### **Course Tuition**

ROTC is taken free of charge. If ROTC creates a situation where the student is placed in an overload status. No overload fee will be assessed for credit hours earned through Military Science instruction.

### **Physical Fitness Training Clothing**

Contracted and scholarship cadets must purchase running shoes and one sweat suit for physical fitness training will be provided. All other students are encouraged to purchase a pair of running shoes and at least one sweat suit.

### **Program of Instruction**

<b>Military Science Courses for Substitutions</b>	<b>Regular Saint Augustine's Courses</b>	<b>Hrs</b>
MS 101-102 Basic Military Science	General Education/Physical Activities	1
MS 201-202 Basic Military Science	General Education/Physical Activities	1

### **The Basic Course Requirements**

<b>Courses</b>	<b>Hours</b>
MS 101 Introduction to ROTC	2
MS 102 Introduction to Leadership	2
MS 201 Self/Team Development	2
MS 202 Individual/Team Military Tactics	2
MS 210 Camp Challenge	6
MS 101L Leadership Lab	
MS 102L Leadership Lab	
(Must be taken with MS 101 and MS 102)	0
MS 201L Leadership Lab	
MS 202L Leadership Lab	

**Alternate Ways of Satisfying Basic Course Requirements:**

- MS 210 – A six-week summer camp at Fort Knox, Kentucky;
- Basic Course requirements, if approved by the Professor of Military Science may be waived for veterans or other persons with prior military experience and/or training, provided they demonstrate the accepted level of performance for the Basic Course.

**Enrollment Requirements**

Students desiring to enroll in the Basic Course must:

- Be of good moral character;
- Be U.S. citizens; there are limited exceptions as approved by the PMS;
- Be at least 17 years old to begin ROTC; and
- Be a full time student at Saint Augustine's College, pursuing a course of instruction leading to an approved baccalaureate degree.

**The Advanced Course Requirements**

Courses	Hours
MS 301 Leading Small Organizations I	3
MS 302 Leading Small Organizations II	3
MS 310 National Leadership Advanced Camp	6
MS 401 Leadership Challenges and Goal	3
MS 402 Transition to Lieutenant	3
MS 432 A survey of Military History	3
MS 301L Advanced Leadership Lab	
MS 302L Advanced Leadership Lab	
(Must be taken with MS 301 and MS 302)	0
MS 401L Advanced Leadership Lab	
MS 402L Advanced Leadership Lab	
(Must be taken with MS 401 and MS 402)	0

**Enrollment Requirements**

Students desiring to enroll in the Advanced Course must

- Demonstrate leadership and officer potential
- Have at least two full academic years remaining in College
- Have Basic Course completion credit
- Successfully complete the current aptitude or screening tests and any other prescribed surveys or evaluations
- Be medically qualified

- Execute a written contract with the U.S. Army
- Possess at least a 2.0 cumulative grade point average
- Be selected by the PMS
- Execute a loyalty oath or affirmation
- Not be conscientious objectors
- Be a United States citizen
- Be enrolled full-time at Saint Augustine's College and pursuing a course of instruction leading to an approved baccalaureate degree

## Division of Natural Sciences and Mathematics

The Division of Natural Sciences and Mathematics offers programs of study designed to provide fundamental training in the Life Sciences, Physical Sciences and Mathematics for students planning careers in industry, medicine, allied health, dentistry, pharmacy, industrial hygiene and safety, government, computer science, environmental sciences, engineering and research.

Moreover, students develop an appreciation of the scope of the living world and the laws that govern it, the interrelationship of all knowledge, the development of scientific concepts, the scientific method and the contributions of science to the betterment of all mankind.

### Department of Biology

#### Biology - Molecular Major

The following requirements must be met in order to earn a Bachelor of Science degree in Biology.

Courses			Hours
<b>General Education Requirements</b>			<b>47</b>
<b>Major Courses*</b>			
BIOL	134	Principles of Biology II and Lab	4
BIOL	241	Comparative Vert. Anatomy and Lab	4
BIOL	242	Comparative Vert. Embry and Lab	4
BIOL	310	Cell Biology and Lab	4
BIOL	332	Microbiology and Lab	4
BIOL	342	General Physiology and Lab	4
BIOL	401	Introduction to Research	3
BIOL	410	Biology Seminar I	1
BIOL	411	Science Seminar	1
BIOL	420	Senior Research	3
BIOL	430	Epidemiology & Biostatistics	3
BIOL	433	Immunology	3
BIOL	442	Genetics and Lab	4
<b>Total Major Courses</b>			<b>42</b>
CHEM	142	General Chemistry and Lab	4
CHEM	341	Organic Chemistry I and Lab	4
CHEM	342	Organic Chemistry II and Lab	4
CHEM	344	Biochemistry I and Lab	4
CHEM	345	Biochemistry II and Lab	4
CIS	240	Microcomputer Software Application	3
MATH	133	Trigonometry	3
MATH	231	Calculus I	4
PHYS	241	General Physics I and Lab	4
PHYS	242	General Physics II and Lab	4
<b>Total Supporting Courses</b>			<b>38</b>

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**GRAND TOTAL BIOLOGY – MOLECULAR MAJOR      127**

*\*These courses must be passed with a grade of "C" or better*



## Biology - Environmental Major

The following requirements must be met in order to earn a Bachelor of Science degree in Biology.

Courses			Hours
General Education Requirements			47
Major Courses*			
BIOL	142	General Botany and Lab	4
BIOL	201	General Ecology and Lab	4
BIOL	332	Microbiology and Lab	4
BIOL	342	General Physiology and Lab	4
BIOL	401	Introduction to Research	3
BIOL	410	Biology Seminar I	1
BIOL	411	Science Seminar	1
BIOL	420	Senior Research	3
BIOL	430	Epidemiology & Biostatistics	3
BIOL	432	Environmental Toxicology and Lab	4
BIOL	442	Genetics and Lab	4
Total Major Courses			35
CHEM	142	General Chemistry and Lab	4
CHEM	241	Analytical Chemistry and Lab	4
CHEM	331	Instrumental Analysis and Lab	4
CHEM	341	Organic Chemistry I and Lab	4
CHEM	342	Organic Chemistry II and Lab	4
CHEM	344	Biochemistry I and Lab	4
CIS	240	Microcomputer Software Application	3
IHS	100	Environmental Health and Lab	4
MATH	133	Trigonometry	3
MATH	231	Calculus I	4
PHYS	241	General Physics I and Lab	4
PHYS	242	General Physics II and Lab	4
Total Supporting Courses			46
GRAND TOTAL BIOLOGY – ENVIRONMENTAL MAJOR			128

\*These courses must be passed with a grade of "C" or better

## Pre-Medicine Major

The following requirements must be met in order to earn a Bachelor of Science degree in Pre-Medicine.

Courses			Hours
General Education Requirements			47
Major Courses*			
BIOL	134	Principles of Biology II and Lab	4
BIOL	241	Comparative Vert. Anatomy and Lab	4
BIOL	242	Comparative Vert. Embry and Lab	4
BIOL	310	Cell Biology and Lab	4
BIOL	311	Premedical Seminar I	1
BIOL	312	Premedical Seminar II	1
BIOL	332	Microbiology and Lab	4
BIOL	342	General Physiology and Lab	4
BIOL	401	Introduction to Research	3
BIOL	422	Histology and Lab	4

BIOL	430	Epidemiology & Biostatistics	3
BIOL	433	Immunology	3
BIOL	442	Genetics and Lab	4
<b>Total Major Courses</b>			<b>43</b>
CHEM	142	General Chemistry and Lab	4
CHEM	341	Organic Chemistry I and Lab	4
CHEM	342	Organic Chemistry II and Lab	4
CHEM	344	Biochemistry I and Lab	4
CHEM	345	Biochemistry II and Lab	4
CIS	240	Microcomputer Software Application	3
MATH	133	Trigonometry	3
MATH	231	Calculus I	4
PHYS	241	General Physics I and Lab	4
PHYS	242	General Physics II and Lab	4
<b>Total Supporting Courses</b>			<b>38</b>
<b>GRAND TOTAL PRE-MEDICINE MAJOR</b>			<b>128</b>

*\*These courses must be passed with a grade of "C" or better*

Most health professions schools require a minimum Grade Point Average of 3.0 overall and in the core sciences. Most medical schools require a minimum Grade Point Average of 3.4 overall and in the core sciences.

## Department of Chemistry and Industrial Hygiene

### Chemistry Major

The following requirements must be met in order to earn a Bachelor of Science degree in Chemistry.

Courses			Hours
<b>General Education Requirements</b>			<b>47</b>
<b>Major Courses*</b>			
CHEM	142	General Chemistry II and Lab	4
CHEM	241	Analytical Chemistry and Lab	4
CHEM	331	Instrumental Analysis and Lab	4
CHEM	341	Organic Chemistry I and Lab	4
CHEM	342	Organic Chemistry II and Lab	4
CHEM	344	Biochemistry I and Lab	4
CHEM	345	Biochemistry II and Lab	4
CHEM	431	Senior Research	3
CHEM	441	Physical Chemistry I and Lab	4
CHEM	442	Physical Chemistry II and Lab	4
CHEM	444	Inorganic Chemistry and Lab (or Biol)	4
<b>Total Major Courses</b>			<b>43</b>
<b>Supporting Courses*</b>			
BIOL	401	Introduction to Research	3
CIS	240	Microcomputer Software Application I	3
MATH	133	Trigonometry	3
MATH	231	Calculus I	4
MATH	232	Calculus II	4
MATH	331	Calculus III	4
MATH	338	Differential Equations	3
MATH	433	Probability and Statistics	3
PHYS	243	General Physics I and Lab	4
PHYS	244	General Physics II and Lab	4
<b>Total Supporting Courses</b>			<b>35</b>

*\*These courses must be passed with a grade of "C" or better*

### Industrial Hygiene and Safety Major

The following requirements must be met in order to earn a Bachelor of Science degree in Industrial Hygiene and Safety.

<b>Courses</b>			<b>Hours</b>
<b>General Education Requirements</b>			<b>47</b>
<b>Major Courses*</b>			
IHS	100	Environmental Health and Lab	4
IHS	231	Introduction to Occupational Safety	3
IHS	241	Fund of Industrial Hygiene–Chemical/Biological Stressors	3
IHS	242	Legal Aspects of Occupational Safety/Health	2
IHS	244	Fund of Industrial Hygiene-Physical Stressors	3
IHS	250	Industrial Hygiene Measurements	4
IHS	323	Industrial Hygiene Toxicology	3
IHS	331	Quantitative Industrial Hygiene	3
IHS	341	Professional Internship	4
IHS	444	Control Methods in Industrial Hygiene and Lab	3
IHS	480	Special Topics	3
<b>Total Major Courses</b>			<b>35</b>
<b>Supporting Courses*</b>			
BIOL	134	Principles of Biology II and Lab	4
BIOL	241	Comparative Vertebrate Anatomy and Lab	4
BIOL	342	General Physiology and Lab	4
BIOL	430	Epidemiology and Biostatistics	3
CHEM	142	General Chemistry II and Lab	4
CHEM	241	Analytical Chemistry and Lab	4
CHEM	341	Organic Chemistry I and Lab	4
CHEM	342	Organic Chemistry II and Lab	4
CIS	240	Microcomputer Software Application	3
MATH	133	Trigonometry	3
MATH	231	Calculus I	4
PHYS	243	General Physics I and Lab	4
PHYS	244	General Physics II and Lab	4
<b>Total Supporting Courses</b>			<b>49</b>

**GRAND TOTAL INDUSTRIAL HYGIENE AND SAFETY MAJOR** 131

*\*These courses must be passed with a grade of "C" or better*

### Department of Mathematics

#### Mathematics Major

The following requirements must be met in order to earn a Bachelor of Science degree in Mathematics.

<b>Courses</b>			<b>Hours</b>
<b>General Education Requirements</b>			<b>47</b>
<b>Major Courses*</b>			
MATH	133	Trigonometry	3
MATH	174	Discrete Math	3
MATH	201	Introduction to Statistics	3
MATH	230	Introduction to Logic	3

MATH	231	Calculus I	4
MATH	232	Calculus II	4
MATH	290	Linear Algebra	3
MATH	331	Calculus III	4
MATH	332	Intro to Analysis	3
MATH	334	Modern Algebra	3
MATH	335	Modern Geometry	3
MATH	338	Differential Equations	3
MATH	425	Math Seminar	1
MATH	433	Probability & Statistics	3
MATH	435	Statistical Inference	3
MATH	495	Senior Math Research I	3
MATH	496	Senior Math Research II	3
<b>Total Major Courses</b>			<b>52</b>

#### Supporting Courses\*

CIS	240	Microcomputer Software Application I	3
CSC	250	Intro. To Web Design	3
CSC	305	Programming in C	3
CSC	404	Data Structures	3
ENGL	290	Business and Technical Writing	3
PHYS	243	General Physics I and Lab	4
PHYS	244	General Physics II and Lab	4
PHYS	245	General Physics III	3
<b>Total Supporting Courses</b>			<b>26</b>

**GRAND TOTAL MATHEMATICS MAJOR** **125**

*\*These courses must be passed with a grade of "C" or better.*

### Industrial Mathematics Major

The following requirements must be met in order to earn a Bachelor of Science degree in Industrial Mathematics.

<b>Courses</b>			<b>Hours</b>
<b>General Education Requirements</b>			<b>47</b>
<b>Major Courses*</b>			
MATH	133	Trigonometry	3
MATH	201	Intro. to Statistics	3
MATH	231	Calculus I	4
MATH	232	Calculus II	4
MATH	290	Linear Algebra	3
MATH	331	Calculus III	4
MATH	332	Introduction to Analysis	3
MATH	334	Modern Algebra	3
MATH	335	Modern Geometry	3
MATH	338	Differential Equations	3
MATH	433	Probability & Statistics	3
MATH	435	Statistical Inference	3
MATH	450	Special Topics	3
MATH	495	Senior Math Research I	3
MATH	496	Senior Math Research II	3
MATH		Science Elective or Math	9
<b>Total Major Courses</b>			<b>57</b>
<b>Supporting Courses*</b>			
ACCT	234	Financial Accounting	3
ACCT	235	Man. Cost. Accounting	3
CIS	240	Microcomputer Software Application I	3



ECON	235	Principles of Microeconomics	3
ECON	236	Principles of Macroeconomics	3
PHYS	243	General Physics I and Lab	4
PHYS	244	General Physics II and Lab	4
<b>Total Supporting Courses</b>			<b>23</b>

**GRAND TOTAL INDUSTRIAL MATHEMATICS MAJOR** 

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**127**

*\*These courses must be passed with a grade of "C" or better.*

## The Division of Social Sciences

### The Department of Social and Behavioral Sciences

At Saint Augustine's College, Social and Behavioral Sciences combine scholarly pursuits of knowledge with practical applications to improve the lives of humankind. Major and minor programs teach students about human behavior as well as the social trends.

The Department of Social and Behavioral Sciences offers majors leading to Bachelor of Science (BS) in Community Economic Development and the Bachelor of Arts (BA) in Psychology and Sociology.

#### Community Economic Development Major

The following requirements must be met in order to earn a Bachelor of Science degree in Community Economic Development.

Courses			Hours
<b>General Education Requirements</b>			<b>47</b>
<b>Major Courses*</b>			
CED	201	History and Philosophy of Community Economic Development	3
CED	203	Community Based Organizations	3
CED	301	Organizational Development and Leadership	3
CED	320	Community-Based Housing Development	3
CED	351	Community Needs Analysis	3
CED	352	Community Economic Development	3
CED	430	Negotiations and Conflict Resolution	3
CED	440	Financial Deal Structuring	3
CED	450	Community-Based Housing Analysis and Finance	3
CED	491	Field Experience Practicum	2
CED	492	Field Experience Practicum	2
<b>Total Major Courses</b>			<b>31</b>
<b>Supporting Courses*</b>			
ACCT	234	Financial Accounting	3
ACCT	235	Managerial Cost Accounting	3
BUS	336	Business Law I	3
BUS	350	Principles of Finance	3
BUS	355	Principles of Real Estate	3
BUS	356	Principles of Real Estate Finance	3
CIS	240	Microcomputer Software Applications	3
ECON	235	Principles of Microeconomics	3
PLPS	233	State & Local Government	3
PLPS	340	Urban Politics	3
PLPS	442	Public Administration	3
SOC	132	Intro to Sociology	3
SOC	231	Modern Social Problems	3
SOC	235	Urban Sociology	3
SOC	443	Community Organization	3
SOC	451	Social Statistics	3
<b>Total Supporting Courses</b>			<b>48</b>
<b>GRAND TOTAL COMMUNITY ECONOMIC DEVELOPMENT MAJOR</b>			<b>126</b>

*\*These courses must be passed with a grade of "C" or better.*

## Psychology Major

The following requirements must be met in order to earn a Bachelor of Arts degree in Psychology.

Courses			Hours
<b>General Education Requirements</b>			<b>47</b>
<b>Major Courses*</b>			
PSYCH	200	Test Taking Strategies	3
PSYCH	232	Intro to Psychology	3
PSYCH	324	Intro to Statistics	3
PSYCH	325	Research Methods	3
PSYCH	330	Development I	3
PSYCH	331	Development II	3
PSYCH	333	Personality Assessment	3
PSYCH	335	Abnormal Psychology	3
PSYCH	336	Sensation/Perception	3
PSYCH	339	Theories of Learning	3
PSYCH	400	History and System	3
PSYCH	433	Psychology of Testing	3
PSYCH	470	Senior Seminar	3
PSYCH	475	Cognitive Psychology	3
SOC	234	Social Psychology	3
<b>Total Major Courses</b>			<b>45</b>
<b>Supporting Courses*</b>			
CIS	240	Microcomputer Software	3
EDUCA		Elective	3
MATH	230	Introduction to Logic	3
PE	241	Human Anat/Phys	4
PLPS	131	American National Government	3
SOC	132	Intro to Sociology	3
SOC	231-5	Sociology	3
Psych		Elective	3
Psych		Elective	3
Free		Elective	3
<b>Total Supportive Courses</b>			<b>31</b>
<b>GRAND TOTAL PSYCHOLOGY MAJOR</b>			<b>123</b>

*\*These courses must be passed with a grade of "C" or better.*

## Sociology Major

The following requirements must be met in order to earn a Bachelor of Arts degree in Sociology.

Courses			Hours
<b>General Education Requirements</b>			<b>47</b>
<b>Major Courses*</b>			
SOC	132	Intro to Sociology	3
SOC	231	Mod. Contemp. Soc.Prob	3
SOC	232	Contemp. Fam. Life	3
SOC	233	Cult. Anthropology	3
SOC	234	Social Psychology	3
SOC	235	Urban Sociology	3
SOC	327	Race Relations	3

SOC	331	Intro. Soc. Welfare	3
SOC	335	Sociology Theory	3
SOC	364	Social Science Research	3
SOC	436	Field Experience	3
SOC	442	Juvenile Delinquency	3
SOC	443	Community Org.	3
SOC	451	Social Statistics	3
<b>Total Major Courses</b>			<b>42</b>
<b>Supporting Courses*</b>			
CIS	240	Microcomputer Software	3
CJ	101	Intro. To Criminal Justice	3
CJ	235	Law Enforcement	3
ECON	235	Principles of Microeconomics	3
HIST	231	American History	3
HIST	324	African-American History	3
PLPS	131	Amer. Nat. Government	3
PLPS	231	Intro. To Political Science	3
PSYCH	200	Test Taking Strategies	3
Elective			3
Elective			3
Elective			3
<b>Total Supportive Courses</b>			<b>36</b>
<b>GRAND TOTAL SOCIOLOGY MAJOR</b>			<b>125</b>

*\*These courses must be passed with a grade of "C" or better.*

## Department of Criminal Justice and Political Science

As the nations and people of the world become increasingly interdependent and interconnected, there is a growing need for people who can work effectively in a global arena. The Department of Criminal Justice and Political Science at Saint Augustine's College offers programs of study designed to meet the growing demand for these individuals.

### Criminal Justice Major

The following requirements must be met in order to earn a Bachelor of Science degree in Criminal Justice.

<b>Courses</b>			<b>Hours</b>
<b>General Education Requirements</b>			<b>47</b>
<b>Major Courses*</b>			
CJ	101	Intro to Criminal Justice	3
CJ	201	Criminal Justice Theory	3
CJ	210	Introduction to Corrections	3
CJ	235	Law Enforcement	3
CJ	301	Criminal Law	3
CJ	304	Criminal Justice Research	3
CJ	400	Criminal Justice Statistics	3
CJ	402	Criminal Justice Internship	3
CJ	410	Community Policing	3
CJ	412	Correctional Management	3
CJ	420	Criminal Justice Seminar	3
CJ	425	Police Organization Management	3



SOC	332	Criminology	3
SOC	442	Juvenile Delinquency	3
CJ		Approved Elective	3
CJ		Approved Elective	3
CJ		Approved Elective	3
<b>Total Major Courses</b>			<b>51</b>
<b>Supporting Courses*</b>			
CIS	240	Microcomputer Software Application	3
ECON	235	Principles of Microeconomics	3
GEO	332	Regional Geography	3
HIST	324	African-American History	3
MATH	230	Introduction to Logic	3
PLPS	131	American National Government	3
PLPS	231	Intro to Political Science	3
PSYCH	232	Introduction to Psychology	3
SOC	132	Intro to Sociology	3
<b>Total Supportive Courses</b>			<b>27</b>
<b>GRAND TOTAL CRIMINAL JUSTICE MAJOR</b>			<b>125</b>

*\*These courses must be passed with a grade of "C" or better.*

### Political Science Major

The following requirements must be met in order to earn a Bachelor of Science degree in Political Science.

<b>Courses</b>			<b>Hours</b>
<b>General Education Requirements</b>			<b>47</b>
<b>Major Requirements*</b>			
PLPS	131	American National Government from a Global Perspective	3
PLPS	133	Political Ideologies	3
PLPS	231	Intro to Political Science	3
PLPS	232	Black Political Movements	3
PLPS	233	American State and Local Government	3
PLPS	235	American Executive Process	3
PLPS	331	American Legislative Process	3
PLPS	332	Comparative Politics	3
PLPS	333	American Judicial Process	3
PLPS	335	Constitutional Law	3
PLPS	336	Government of Developing States	3
PLPS	337	International Relations	3
PLPS	440	Public Policy	3
PLPS	442	Public Administration	3
PLPS	444	Senior Seminar	3
<b>Total Major Courses</b>			<b>45</b>
<b>Supporting Courses*</b>			
ECON	235	Principles of Microeconomics	3
FL	231	Adv Foreign Language I	3
FL	232	Adv Foreign Language II	3
GEO	332	Regional Geography	3
MATH	230	Introduction to Logic	3
SOC	132	Intro to Sociology	3
SOC	364	Social Science Research	3
CJ		Elective	3
Elective		Elective	3
Elective		Elective	3
Elective		Elective	3

Total Supporting Courses	<hr/> 33
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GRAND TOTAL POLITICAL SCIENCE MAJOR	124
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*\*These courses must be passed with a grade of "C" or better.*

## **Course Descriptions**

**ACCT 234 FINANCIAL ACCOUNTING.** An introduction to generally accepted accounting principles and practices, with particular emphasis on the composition and meaning of financial statements. (3)

**ACCT 235 MANAGERIAL COST ACCOUNTING.** The study of job-order costing, process costing, activity-based costing, cost behavior, cost-volume-profit relationships, variable costing, and profit planning. Prerequisites: ACCT 234. (3)

**ACCT 325 INTERMEDIATE ACCOUNTING I.** The study of the conceptual framework of financial accounting and application of professional standards. In-depth analysis of valuation alternatives and their effects on income measurement. Prerequisites: ACCT 234. (3)

**ACCT 326 INTERMEDIATE ACCOUNTING II.** A continuation of ACCT 325. A study of accounting theory and techniques underlying the determination of contents and valuation of accounts for the financial statements of a going concern. Prerequisites: ACCT 325. (3)

**ACCT 333 TAX ACCOUNTING I.** Introduction to federal taxation and the basic concepts and applications of federal tax law as they apply to individuals. Prerequisites: ACCT 234. (3)

**ACCT 334 TAX ACCOUNTING II.** The study of federal taxation and the basic concepts and applications of federal corporate and partnership tax laws. Included is coverage of gift and estate planning. Prerequisites: ACCT 333. (3)

**ACCT 335 ADVANCED MANAGERIAL COST ACCOUNTING.** The study of standard costs, flexible budgets, segment reporting, profitability analysis, relevant costs, capital budgeting, investment decisions, service department costing, cash flows, and financial statement analysis. Prerequisites: ACCT 235. (3)

**ACCT 340 MANAGERIAL ACCOUNTING.** This course will provide adult learners with an understanding of financial accounting, budgeting and financial analysis. Upon successful completion of this course, the learner will be able to understand financial and cost accounting and complete problems as applied to assets, bonds, financial statement analysis and cost accounting. [Gateway Adult Learning Program] (3)

**ACCT 441 ADVANCED ACCOUNTING.** The study of accounting for business combinations, consolidated statements, branch operations, foreign operations, partnerships, governmental accounting, and current trends in financial reporting. Prerequisites: ACCT 326. (3)

**ACCT 443 CPA REVIEW.** Review and preparation for the CPA Examination; accounting practice, accounting theory, business law and auditing. Past CPA Examination problems are studied and solved. Prerequisites: ACCT 441.

**ACCT 444 GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING.** The study of theory and application of accounting within governmental and not-for-profit entities. Prerequisites: ACCT 235. (3)

**ACCT 445 ACCOUNTING SYSTEMS.** The study of current techniques in processing and utilizing accounting data for information systems, with emphasis on the use of computers for internal control and reporting. Prerequisites: ACCT 326 and CIS 240. (3)

**ACCT 471 AUDITING.** The study of the conceptual and practical aspects of the examination of financial statements by independent accountants within the framework of generally accepted accounting principles and generally accepted auditing standards. Appropriate attention is also given to the objectives and distinguishing characteristics of internal and operational auditing, to EDP auditing, and to the importance and relevance of the Code of Professional Conduct. Prerequisites: ACCT 441. (3)

**ART 100 2-D DESIGN.** An introduction to the elements and principles of design as applied to two-dimensions. This course will use computers to assist students in defining and solving design intensive problems. Fee required (3)

**ART 101 3-D DESIGN.** Introduction of the elements and principles of design as applied to three-dimensions. This course will use computers to assist students in defining and solving design intensive problems. Fee required (3)

**ART 102 MATERIALS AND METHODS.** Experimentation in studio techniques particular to traditional and contemporary art making. Emphasis on proper use of art related material. Fee required (3)

**ART 103 THE DIMENSIONS OF ART.** An introduction to the various ways of perceiving, critiquing, discussing, and analyzing art. Students will experiment in studio techniques including traditionally accepted elements and explore the implications of 20<sup>th</sup> Century multimedia. (3)

**ART 130 ART APPRECIATION.** An introduction to the study of art. Basic qualities of various forms of artistic expression are explained. Emphasis is placed on the applications of art principles in everyday life. (3)

**ART 131 INTRODUCTION TO DRAWING.** An introduction to drawing in various media and exploring the elements of drawing from the perspective of visual and coordination aspects. Prerequisites: ART 100, 101, or administrative approval. Fee required (3)



**ART 132 COLOR AND DESIGN.** The study of surface, form, and color problems offering opportunity for experimentation through creative exercises. Theories and concepts of two- and three-dimensional elements and principles governing composition, materials and techniques are explored. Prerequisites: ART 100, 101, or administrative approval. Fee required (3)

**ART 143 INTRODUCTION TO PAINTING.** An introduction to painting from the standpoint of technique which includes the study of visual evaluation and the design principles in painting. Students are introduced to image manipulation using computer painting skills. Prerequisites: ART 100, 101, 131 or administrative approval. Fee required (3)

**ART 232 INTRODUCTION TO CERAMICS.** Introduction to total ceramic process--emphasis on sculpture and hand-building. Fee required. (3)

**ART 233 MODERN ART.** A study of contemporary art produced during the late 18<sup>th</sup>, 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries. (3)

**ART 234 SURVEY IN PRINT MAKING.** Investigation of traditional and experimental methods in printmaking. Studio problems in woodcutting, cardboard printing, block printing, etc. Fee required (3)

**ART 235 INTRODUCTION TO SCULPTURE.** A survey of the methods, materials, and styles of sculpture. Emphasis will be on additive and subtractive techniques. Prerequisites: Art major or administrative approval. Fee required (3)

**ART 237 PAINTING II.** A continuation of ART 143 (Introduction to Painting). Prerequisites: ART 143. Fee required (3)

**ART 238 MODERN ABSTRACT PAINTING.** Personal directions in contemporary painting with emphasis on issues concerning the post-modern artist. Individual and group criticism. Prerequisites: ART 100, 101, 102, 143, or administrative approval. Fee required (3)

**ART 241 LIFE DRAWING.** Introduction to drawing human figures using various media. Prerequisites: ART 100, 101, 131, or administrative approval. Fee required (3)

**ART 325 GRAPHICS I.** The study of creative layout and design for advertising and publication with emphasis on desktop publishing. Prerequisites: ART 100, 101, 102, 131, or administrative approval. Fee required (3)

**ART 326 ILLUSTRATION.** Explores the aesthetic issues related to various forms of image making for illustrators with emphasis on media and technique. Students will develop a professional illustration portfolio. Includes an introduction to computer illustration. Prerequisites: ART 100, 101, 102, 131, or administrative approval. Fee required (3)

**ART 327 GRAPHICS II.** A study of images with emphasis on contemporary applications. An introduction to designing with type via the computer is included. Emphasis is placed on informational and aesthetic concerns in the design field. Prerequisites: ART 325. Fee required (3)

**ART 330 SCULPTURE II.** A continuation of ART 235 (Introduction to Sculpture). Prerequisites: ART 235 or administrative approval. Fee required (3)

**ART 331-332 SURVEY OF ART HISTORY I AND II.** An introduction to ancient art, Egyptian, Greek and Roman, Renaissance, Contemporary Western and Non-Western Art. (3)

**ART 334 AFRICAN-AMERICAN ART HISTORY.** A historical study of art by African-American artists from ancient times to the present with emphasis on painting, sculpture and architecture. (3)

**ART 335 ART OF THE HARLEM RENAISSANCE.** A study of painting, architecture, and sculpture in Harlem from 1920 to 1950. Spring (3)

**ART 336-337 SURVEY IN CRAFT I AND II.** Materials, tools, and processes used as a craft activities in early childhood education and the elementary and junior high schools. Fall and/or Spring. Fee required (3)

**ART 338 ART OF THE ITALIAN RENAISSANCE.** A historical study of painting, architecture, and sculpture in Italy from 1300 to 1500. (3)

**ART 347 WATERCOLOR PAINTING.** Experimental exploration of wash, transparent watercolor, and opaque watercolor, their possibilities and limitations, with special techniques and pictorial problems. Fee required (3)

**ART 363 PAINTING III.** A continuation of ART 237. Prerequisites: ART 237. Fee required (3)

**ART 410 ADVANCE PAINTING.** The development of individual concepts in painting emphasizing technical and aesthetic problems in contemporary painting. Prerequisites: ART 363. Fee required (3)

**ART 411 SENIOR STUDIO.** Focus on the development of individual concepts in painting. Students are encouraged to experiment and explore assigned problems. Emphasis is given to individual analysis and discussion of work. Prerequisites: Senior Standing. Fee required (2)

**ART 412 SENIOR EXHIBITION.** Focus on the development of a professional portfolio. Prerequisites: Senior Standing. Fee required (1)

**ART 413 INTERNSHIP.** An internship program that permits students to obtain experiential opportunities in their field of study. Students are placed by the instructor in museums, galleries, and design firms in the Raleigh area. Prerequisites: Junior or Senior Standing. (3)

**ART 431 FUNDAMENTALS OF PHOTOGRAPHY.** The course is a comprehensive introduction to photography, including instruction in taking, developing and printing pictures. Emphasis is placed upon the development of a sensitive photographic eye and upon photography as an art form. Basic techniques include filmmaking, enlarging, pinhole camera, etc. A good camera (35mm preferably) is required. Fee required (3)

**ART 435 ADVANCED SCULPTURE.** Concentrated studio pursuit and development of a strong personal aesthetic sculptural statement; individual instruction and group criticism of work. Prerequisites: ART 330. Fee required (3)

**ART 460 GRAPHICS III.** A course for art majors with emphasis on observation and guidance of independent problem solving in graphic design. Prerequisites: ART 327. Fee required (3)

**ART 490 GRAPHICS IV.** A course for art majors with emphasis on independent problem solving in graphic design. Prerequisites: ART 460. Fee required (3)

**BIOL 131 FUNDAMENTALS OF BIOLOGY.** Considers the philosophy of science; the scientific method; the nature and organization of living matter; structure-function relationships; principles of development, growth, reproduction, and metabolism, the relationship of heredity and ecology to behavior; conservation, taxonomy, and evolution. (3)

**BIOL 131L FUNDAMENTALS OF BIOLOGY LABORATORY.** Laboratory work includes training in the use of the microscope; the study of various taxonomic groups, experiments in heredity, genetics, taxonomy, and physiology. Fee required (2 hours per week) (1)

**BIOL 133 PRINCIPLES OF BIOLOGY I.** An introduction and exploration of the study of life from atoms to the cellular levels of organization. Emphasis is placed on structure and function of cells, evolution, molecular genetics and energy transformation. (3)

**BIOL 133L PRINCIPLES OF BIOLOGY I LABORATORY.** Laboratory investigations focused on cellular and molecular biology. Fee and Lab Jacket required (3 hours per week) (1)

**BIOL 134 PRINCIPLES OF BIOLOGY II.** Emphasis is placed on the organism and higher levels of biological organization. Topics will include biodiversity, plants and animals form and function and ecology. Prerequisites: BIOL 133. (3)



**BIOL 134L PRINCIPLES OF BIOLOGY II LABORATORY.** Laboratory investigations focused on the organism. Plant and animal dissections will occur. Prerequisites: BIOL 133L. Fee and Lab Jacket required (3 hours per week) (1)

**BIOL 141 INVERTEBRATE ZOOLOGY.** Emphasis is placed on the structure, evolution, and physiology of invertebrate animals, marine groups, Helminthes, and insects. Prerequisites: BIOL 134. (3)

**BIOL 141L INVERTEBRATE ZOOLOGY LABORATORY.** Laboratory emphasis will be placed on the identification and physiology of invertebrates. Prerequisites: BIOL 134L. Fee and Lab Jacket required. (3 hours per week) Fall (1)

**BIOL 142 GENERAL BOTANY.** Theories, principles, and concepts of plant life. Lectures concentrated on the basic structures, economic importance, physiological phenomena, and taxonomic survey of the plant kingdom. Prerequisites: BIOL 133. (3)

**BIOL 142L GENERAL BOTANY LABORATORY.** Study of the basic structure and taxonomic survey of the plant kingdom. Prerequisites: BIOL 133L. Fee and Lab Jacket required (3 hours per week) (1)

**BIOL 201 GENERAL ECOLOGY.** Fundamental principles of ecology. Subject matter integrates various aspects of the following: plant and animal ecology, basic and applied ecology, empirical and theoretical ecology. The importance of evolutionary adaptations in ecological phenomenon is also emphasized. Prerequisites: BIOL142. (3)

**BIOL 201L GENERAL ECOLOGY LABORATORY.** The laboratory includes field trips and studies of local natural ecosystems. Prerequisites: BIOL 142L. Fee and Lab Jacket required. (3 hours per week) (1)

**BIOL 241 COMPARATIVE VERTEBRATE ANATOMY.** Morphology, systematic and phylogenetic relationships, with emphasis on the vertebrates. A consideration of various theories of evolution and the use of comparative anatomical evidence in support of organic evolution. Study of specimens from various vertebrate. Prerequisites: BIOL 134. (3)

**BIOL 241L COMPARATIVE VERTEBRATE ANATOMY LABORATORY.** The laboratory includes dissection and the study of specimens from various vertebrate classes. Prerequisites: BIOL 134L. Fee and Lab Jacket required (4 hours per week) Fall (1)

**BIOL 242 COMPARATIVE EMBRYOLOGY OF THE VERTEBRATES.** An analytical study of biological development of selected vertebrates; an exploration of comparative genetic modeling, morphological differentiation, and systemic analysis for human application. Prerequisites: BIOL 241. (3)

**BIOL 242L COMPARATIVE EMBRYOLOGY OF THE VERTEBRATES LABORATORY.**



A study of determinative development patterns of selected organism. laboratory activities involves studies of slides; living organisms, drawings, and electronic interactive materials on the Internet. Prerequisites: BIOL 241L. Fee and Long Lab Jacket required (4 hours per week) (1)

**BIOL 310 CELL BIOLOGY.** A study of the structure and function of cells in microorganisms, plants, and animals. Emphasis is placed on ultra-structure, biochemistry, and physiology. Prerequisites: BIOL 242. (3)

**BIOL 310L CELL BIOLOGY LABORATORY.** Laboratory investigations focused on the study of cellular structures through the use of cell fractionation, microscopy and interactive electronic materials on the Internet. Techniques used: staining, preparation and analysis of slides, microscopy, protein determination, and centrifugation. Prerequisites: BIOL 242L. Fee and Lab Jacket required (1)

**BIOL 311 PREMEDICAL SEMINAR I.** An online course to learn medical language. a study of prefixes; suffixes; combining form-vowels ;word roots to build medical terms. numerous self practice exercises are used to build, analyze; define; pronounce and spell medical terms. Prerequisites: BIOL 241. (1)

**BIOL 312 PREMEDICAL SEMINAR II.** An online course which applies the knowledge of biology 311 in learning diagnostic terms of diseases; diagnostic terms of procedures; and surgical techniques. Numerous practice exercises will assist retention of the medical language fast. Prerequisites: BIOL 311. (1)

**BIOL 332 MICROBIOLOGY.** A fundamental knowledge of microorganisms- specifically bacteria will be presented through a blend of basic and applied concepts. the basic biochemical ,nutritional, metabolism, genetics, resistance, infections, physical-chemical control and chemotherapeutic agents will be explored. Prerequisites: BIOL 242, 310 and 342. (3)

**BIOL 332L MICROBIOLOGY LABORATORY.** A study of involving hands on learning through the application of microbiological techniques. Specifics for sterilization, media preparation, culturing, and staining, of microorganism for differentiation of pathogenic from non-pathogenic bacteria. Diagnostics through slide making for first hand visualization and analysis of techniques application. Prerequisites: BIOL 242L, 310L and 342L. Long Laboratory Jacket, Fee required (4 hours per week) (1)

**BIOL 342 GENERAL PHYSIOLOGY.** Emphasis is placed on the relationship of cellular physiology to systematic functions. Prerequisites: BIOL 241. (3)

**BIOL 342L GENERAL PHYSIOLOGY LABORATORY.** Laboratory work includes demonstrations and individual studies of various physiological phenomena, using appropriate equipment and living specimens. Prerequisites: BIOL 241L. Laboratory Fee and Lab Jacket required. (4 hours per week) (1)

**BIOL 401 INTRODUCTION TO RESEARCH.** Emphasis is placed on literature searches, computerized searches, design of research papers and the preparation of bibliographies. At the conclusion of this course, students should have: 1) a concise, and specific research topic; 2) a set of goals and objectives for the selected topic; 3) a completed literature search and 4) a Divisional approved research proposal. Prerequisites: BIOL 342 and CHEM 342. (3)

**BIOL 410 BIOLOGY SEMINAR.** Topics are presented in discussions through faculty and guest speakers, scientific readings and comprehension, and introduction to GRE preparation. Prerequisites: BIOL 134 and Sophomore or Junior status. (1)

**BIOL 411 SCIENCE SEMINAR.** Students will be responsible for reading and analyzing scientific articles. Students will be required to attend selected seminars, lead discussion groups and evaluate presentations by peers. Students will also concentrate on the Graduate Record Examination (GRE). This course requires a proficiency in reading critically, evaluating material in a constructive manner, coherent writing and presenting information in a logical manner. Prerequisites: BIOL 242 and Junior or Senior Status. (1)

**BIOL 420 SENIOR RESEARCH.** The student is involved in intensive research under the direction of a full-time faculty member. Prerequisites: BIOL 401. Fee and Lab Jacket required. (3)

**BIOL 422 HISTOLOGY.** Microscopic anatomy of vertebrate animals, with emphasis on the human body. Lectures include a systematic treatment of the characteristics of various types of tissue, emphasizing structure-function relationships. Prerequisites: BIOL 342. (3)

**BIOL 422L HISTOLOGY LABORATORY.** Laboratory work includes a microscopic study of various types of tissues, and demonstrations of certain histological techniques used in the making of prepared slides. Prerequisites: BIOL 342L. Fee required (4 hours per week) (1)

**BIOL 430 EPIDEMIOLOGY AND BIOSTATISTICS.** This course involves the study of the occurrence of disease and seeks to assess factors relating to the individual, his environment and his lifestyle with the aim of establishing the causes of disease. Epidemiological data are evaluated by biostatistical techniques. This evaluation seeks to address precision, systematic error, influences of other factors as well as interaction of risk factors on the validity of the epidemiological study. Prerequisites: BIOL 342. (3)

**BIOL 432 ENVIRONMENTAL TOXICOLOGY.** A study of the sources of a variety of toxicants, their transport, degradation, and bioaccumulation in the environment, and their effects on biological systems. Prerequisites: BIOL 342 and CHEM 344. (3)

**BIOL 432L ENVIRONMENTAL TOXICOLOGY LABORATORY:** Laboratory emphasis will be placed on methods used to determine the toxicity of environmental

toxicants on biological systems. Prerequisites: BIOL 342L and CHEM 344L. Fee required. (3 hours per week) Spring (1)

**BIOL 433 IMMUNOLOGY.** An intermediate course covering the basic and applied immunology. Students are expected to be able to apply the concepts acquired in this course in determining the factors responsible for resistance and/or susceptibility to infectious and non-infectious diseases. Prerequisites: BIOL 134. (3)

**BIOL 442 GENETICS.** A presentation of Mendelian principles and the chromosomal basis of inheritance. The integration of Mendelian genetics with fundamental molecular mechanisms. The study of the physical characteristics of DNA and its ability to transmit biological information. Transmission of traits through the study of population genetics. A look at modern genetics techniques, including such biotechnology tools as gene cloning, hybridization, PCR, exploring how researchers have used them to reveal the modular construction and relatedness of genomes. Prerequisites: BIOL 310. (3)

**BIOL 442L GENETICS LABORATORY.** Application of theories of genetics such as Mendelian and population genetics through the study of selected organisms. The study of the physical characteristics of DNA through microscopy. Other laboratory activities include monohybrid and dihybrid cross analysis; chi-square analysis; DNA isolation, gene cloning, PCR analysis and agarose gel electrophoresis. Prerequisites: BIOL 310L. Fee and Lab Jacket required. (4 hours per week) (1)

**BUS 132 PRINCIPLES OF BUSINESS.** The purpose of this course is to provide an overview of business and the various functional aspects of the firm. Two objectives are expected to be accomplished. First, to develop an understanding of the process and rationale behind managerial decision-making in our capitalistic society; second, to introduce the various functional disciplines of business and their interrelationship in the firm. (3)

**BUS 251 PRINCIPLES OF MARKETING.** Examination of decisions affecting the marketing of goods and services in consumer, industrial, and international markets. Emphasis on the role of marketing in a managerial context. Prerequisites: BUS 132. (3)

**BUS 252 PRINCIPLES OF MANAGEMENT.** Primary emphasis on the history of management thought and the functions of management, with particular emphasis on Production and Operations Management. Prerequisites: BUS 132. (3)

**BUS 261 QUANTITATIVE METHODS.** Topics in this course include forecasting, inventory control, linear programming using computer data analysis, and networks using PERT diagrams. Prerequisites: MATH 131. (3)

**BUS 301 PERSONAL FINANCIAL PLANNING.** Principles and practices of personal finance. Topics include budgeting, investment, insurance, real estate, taxes, retirement, and estate planning. Prerequisites: Sophomore standing or consent. (3)



**BUS 310 E-COMMERCE.** This course explains (1) the economic foundations of electronic commerce, (2) the principal technologies used to implement on-line business activities, and 3) the business strategies used for e-commerce and then demonstrates how the three come together in actual business applications. The course includes an overview of international, legal, ethical, and tax issues that can arise in the conduct of e-commerce and explains how project planning and management techniques can help to make on-line businesses successful. (3)

**BUS 311 E-MARKETING.** This course develops a framework for understanding the forces driving the Internet revolution in marketing and enables the student to bridge the gap between relevant areas of existing marketing knowledge and new technologies. Prerequisites: BUS 251 and 310. (3)

**BUS 321 METHODS OF STATISTICAL RESEARCH AND ANALYSIS.** Problem analysis and evaluation techniques are presented. Adult learners are shown methods for defining, researching, analyzing, and evaluating a problem in their work or a vocational environment that they have selected for an independent study project. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significance levels, analyzing variance and constructing questionnaires. [Gateway Adult Learning Program] (3)

**BUS 322 ENTREPRENEURSHIP.** This course is designed to introduce the student to current theory and practice relating to starting and managing small businesses, with particular emphasis on case studies and applications. Topics include developing a business plan, effective strategies for competing with giant corporations, home-based business opportunities and operations, legal issues confronting small businesses, and the use of technology in providing customer service. (3)

**BUS 336 BUSINESS LAW I.** A study of the legal system and environment of business with emphasis on legal principles relating to contracts and commercial law. (3)

**BUS 337 BUSINESS LAW II.** A continuation of Business Law I with emphasis on legal principles relating to legal problems encountered by Certified Public Accountants. Prerequisites: BUS 336. (3)

**BUS 338 EMPLOYMENT LAW.** The study of the regulation of employment, with particular emphasis on wrongful discharge, discrimination, evaluation and regulation of job performance, and sexual harassment. (3)

**BUS 339 REAL ESTATE LAW.** The study of law and regulation at various levels of government applicable to real estate transactions, types of property interests, transfer instruments, mortgage instruments, recording processes, and selected elements of real estate brokerage. (3)

**BUS 344 PRINCIPLES OF BUSINESS EDUCATION.** Designed particularly for business education teachers. The course deals with the meaning, purpose and scope of



the business education curriculum. Available for undergraduate and In-service Teachers. (3)

**BUS 350 PRINCIPLES OF FINANCE.** This course is designed to introduce the student to the concept of optimal financial policy in the procurement and management of assets by profit-seeking enterprises; the application of theory to financial decisions involving cash flow, capital structure, and capital budgeting. Prerequisites: ACCT 234. (3)

**BUS 351 MANAGERIAL FINANCE.** This course introduces adult learners to issues relative to managerial finance. Upon successful completion of this course, the learner will be able to develop a firm understanding of the field of corporate finance, short term finance, capital budgeting and long term finance. Use of traditional financial statements and related accounting data for a broad based financial planning and apply capital budgeting techniques to analysis of investment opportunities. [Gateway Adult Learning Program] (3)

**BUS 355 PRINCIPLES OF REAL ESTATE.** This course concentrates on developing the student's skill and knowledge of the principles of land economics, the law dealing with property rights, agency, contracts and real property transfer, North Carolina licensing law, ethical considerations, and basic real estate mathematics. (3)

**BUS 356 PRINCIPLES OF REAL ESTATE FINANCE.** This course concentrates on developing the student's skill and knowledge in the principles and methods of financing real estate, the sources of funds, types and contents of financing instruments, the role of various institutions as originators, and the secondary mortgage market, both private and governmental. Prerequisites: BUS 355 or consent. (3)

**BUS 360 MANAGERIAL PRINCIPLES.** Adult learners examine motivational theory and its application to individual and group functioning in work and home situations. Leadership styles related to particular circumstances are analyzed. Negotiation is covered through readings, class practice, and through analysis of its effect on productivity. [Gateway Adult Learning Program] (3)

**BUS 361 ADVERTISING.** Examination of marketing communications functions and mass communications theories and concepts. A study of advertising and its relationship to the marketing program of the firm. Prerequisites: BUS 251 (3)

**BUS 375 MANAGERIAL MARKETING.** Principles of marketing that need to be understood by managers in all areas in order to develop and utilize effective marketing practices are examined. Concepts of our global economy, including major social, psychological, and political influences will be explored and their marketing implications considered from a manager's perspective. [Gateway Adult Learning Program] (3)

**BUS 436 ADMINISTRATION AND COORDINATION IN BUSINESS EDUCATION.** Study of the leadership functions in business and office education at the

federal, state, and local levels; planning and organizing business and office education programs at the secondary school; procedures for organizing youth organizations; and coordinating cooperative business education programs. Prerequisites: Senior Standing. (3)

**BUS 438 INVESTMENT ANALYSIS.** Analysis of the investment process dichotomized into security analysis and portfolio management, background information on financial assets, securities markets, and risk-return concepts. Analysis of valuation theory and techniques, modern portfolio theory and performance. Prerequisites: ACCT 234. (3)

**BUS 445 HUMAN RESOURCE MANAGEMENT.** The study of human resource management, including strategic human resource planning, job analysis, human resource information systems, training, career development, and international human resource management. Prerequisites: BUS 132 (3)

**BUS 446 STATISTICAL CONCEPTS.** The study of the fundamental ideas of statistics by examining the approach of statisticians to important business and economics questions. Objectives of the course are to develop a critical appreciation of statistical thinking and an awareness of the various tools of the statistician. Computer statistical applications are used to analyze current business issues and problems. Prerequisites: MATH 131 and CIS 240. (3)

**BUS 450 STRATEGIC PLANNING.** This course introduces adult learners to various management planning models and techniques and applies these to business cases. It stresses the concepts of strategic planning and strategic management. [Gateway Adult Learning Program] (3)

**BUS 452 ORGANIZATIONAL BEHAVIOR AND BUSINESS ETHICS.** The study of the relationship of the individual worker and manager to the organization, management from a behavioral point of view, stability and change within business organizations, and an examination of human resource development with emphasis on business ethics and corporate culture. Prerequisites: BUS 132 (3)

**BUS 455 REAL ESTATE SEMINAR.** Guest lecturers and special topics research. This course allows the student to concentrate on in-depth exploration and analysis of specific areas of interest in real estate. Research evaluated through papers, thesis, and/or special examination of selected real estate topics. Prerequisites: BUS 339, 355, and 356. (3)

**BUS 484 SALES MANAGEMENT.** The study of principles and practices in planning, organizing, and controlling a sales force. Prerequisites: BUS 251 (3)

**BUS 485 CONSUMER BEHAVIOR.** The study of individual, social, cultural, and environmental influences that affect consumer buying behavior. Through case studies explanatory and predictive models are used to assess influences on consumer decision-

making, purchase, and consumption behaviors with a strong emphasis on implications for developing, executing and assessing marketing strategy. Prerequisites: BUS 251. (3)

**BUS 495 STRATEGIC MANAGEMENT.** The capstone course for all Accounting, Business Administration, and Computer Information Systems majors. The integration of the many facets of the Business curriculum from an organizational perspective. Prerequisites: Senior standing. (2)

**CC 310 CISCO CERTIFICATION I.** This course introduces the concept of OSI Layered Model. Each layer will be discussed with their functions, networking devices used, network protocols used and their services to other layers. The concept of IP addressing will be discussed in full details. The concepts of ARP, RARP, LAN Design (topology), cables and jacks, power and noise will be discussed. Introduction to network management and analysis will be discussed. Prerequisites: CIS 203 and 240. Fee required. (3)

**CC 320 CISCO CERTIFICATION II.** This course will study the seven layers of the OSI model with all details. It is the aim of this course to provide students with an opportunity to configure different models of Cisco routers. This is a hands-on course where each student will be using a router and configure it with different protocols. Learn most utilized commands and practice them while building a small network of routers. Detailed network design and management will be discussed. Prerequisites: CC 310 or permission of instructor. Fee required. (3)

**CC 410 CISCO CERTIFICATION III.** This course mainly focuses on advanced router and switch configuration. Each student will study how to use router modes and configuration methods to update a router's configuration file by using current and older versions of the Cisco Internet work Operating System. Advanced Network Design and Management Concepts will be introduced. Prerequisites: CC 320. Fee required. (3)

**CC 420 CISCO CERTIFICATION IV.** This course will focus on projects oriented instructions. Students will utilize their knowledge of network design, router configuration, switch configuration, IP addressing and network protocols to design actual networks. It is the aim of this course to make students ready for the CCNA exam. Students will take lots of practice tests designed by various companies. Prerequisites: CC 410 or permission of instructor. Fee required. (3)

**CED 201 HISTORY AND PHILOSOPHY OF COMMUNITY ECONOMIC DEVELOPMENT.** This course will survey the social, political, and economic factors involved in the cycle of growth, decline, and efforts at economic redevelopment In urban and rural areas. Specific course materials will cover the role community-based organizations, governmental agencies, private/public foundations, and corporate entities in urban/rural economic development /revitalization In low-income communities. (3)

**CED 203 COMMUNITY BASED ORGANIZATIONS.** This course will survey groups and non-profit organizations as they emerge within communities to address



perceived social, political and economic needs. Specific course materials will cover: (1) different types of community-based organizations and their roles within their respective communities; (2) the role and influence of leaders within these organizations; and (3) the development and use of human and financial capital in these organizations. (3)

**CED 301 ORGANIZATIONAL DEVELOPMENT AND LEADERSHIP.** The course will focus on the process by which community based organizations arise, become institutionalized, and change as the perceived needs of the community changes. Attention will be given to the ways that charismatic and bureaucratic leaders influence the development of the organizations they lead. The utilization of human as well as economic capital within organizations will be covered. Prerequisites: CED 201 and 203. (3)

**CED 320 COMMUNITY BASED HOUSING DEVELOPMENT.** This course will focus on (1) types of real estate ownership, including public housing, assisted living, cooperatives, and private property, and (2) real estate management of these various property types. Specific course materials will cover social and political factors that affect the analysis of housing needs, site selection, and construction of public and private housing. Prerequisites: CED 201 and 203. (3)

**CED 351 COMMUNITY NEEDS ANALYSIS.** This course will review methodologies for identifying and addressing social problems within a community. Specific course materials will cover assessment strategies for identifying and communicating community-based needs and the selection of community leaders and organizations necessary to highlight community needs, proposed solutions to problems, and strategies for, economic, social, and political change. Prerequisites: CED 301. (3)

**CED 352 COMMUNITY ECONOMIC DEVELOPMENT LAW.** This course will review various legal issues that affect the development and structure of community-based agencies and the substance, structure, and success of community economic development deals and projects. Specific course materials will cover legal issues involved in commercial residential community-based development projects, community-based taxation issues, community-based for-profit investment issues, and community-based internal structuring issues. Prerequisites: CED 301. (3)

**CED 430 NEGOTIATIONS AND CONFLICT RESOLUTION.** This course will review theories and strategies for multi-party conflict resolution and negotiations. Specific course materials will cover: (1) conditions/situations which create various kinds of conflict solely within community-based contexts; (2) the nature and role of various communicate styles in interpersonal, group, and inter-organizational conflict; (3) strategies for managing and resolving various types of conflicts; and (4) practical applications of negotiating techniques critical to the success of community economic development deals and projects. Prerequisites: CED 320, 351 and 352. (3)

**CED 440 FINANCIAL DEAL STRUCTURING.** This course will focus on the conception of funded projects, identification of public and private funds for projects, and



techniques and strategies for bringing partners together to build community-based projects. Specific course materials will cover understanding financial statements and the role(s) of lending institutions, foundations, and government agencies in packaging financial deals for community-based projects. Prerequisites: CED 320 and BUS 350. (3)

**CED 450 COMMUNITY BASED HOUSING ANALYSIS AND FINANCE.** This course will focus on strategies for financing various types of housing development projects. Specific course materials will cover: (1) types of financing; (2) sources of financing; (3) viability of housing development projects; and (4) packaging housing development projects. Prerequisites: CED 320, 351 and BUS 356. (3)

**CED 491/492 CED FIELD EXPERIENCE PRACTICUM.** These practicum's will provide hands-on experience with community-based economic development experience. Students will work specifically on projects within community-based organizations/governmental agencies/private not-for-profit organizations that impact and/or engage in community-based economic development. Prerequisites: CED 430, 450 and senior status. (3)

**CHEM 131 FUNDAMENTALS OF PHYSICAL SCIENCE.** This course is a survey of the Physical Sciences and includes subject matter in the following areas: Chemistry, Physics and Astronomy. A calculator having statistical functions is required. (3)

**CHEM 131L FUNDAMENTALS OF PHYSICAL SCIENCE LABORATORY.** Laboratory experiments designed to acquaint students with basic measurements and analysis of concepts related to topics covered in CHEM 131. Must be concurrently registered in or have successfully completed CHEM 131. Fee required. (2 hours per week) (1)

**CHEM 141 GENERAL CHEMISTRY I.** Introduction to the principles of chemistry and their applications based upon a study of physical and chemical properties of the elements. For students with strong high school chemistry and mathematics background and interested in majoring in a physical or biological science or mathematics. (3)

**CHEM 141L GENERAL CHEMISTRY I LABORATORY.** A laboratory course designed to acquaint students with measurements and analysis of concepts related to topics covered in CHEM 141. Fee required. (3 hours per week) (1)

**CHEM 142 GENERAL CHEMISTRY II.** A continuation of CHEM 141. Introduction to chemical bonding, reactivity and energetics of chemical transformations, and introduction to Organic Chemistry. Prerequisites: CHEM 141 and MATH 131. (3)

**CHEM 142L GENERAL CHEMISTRY II LABORATORY.** A continuation of CHEM 141L with an emphasis on electrochemical and spectroscopic measurements. Prerequisites: CHEM 141L. Fee required. (3 hours per week) (1)

**CHEM 241 ANALYTICAL CHEMISTRY.** Survey of classical methods of chemical analysis and underlying concepts. Introduction to instrumental analysis theory, particularly spectroscopy, separations and statistical interpretation of analytical data. Prerequisites: CHEM 142 and MATH 231. (3)

**CHEM 241L ANALYTICAL CHEMISTRY LABORATORY.** A laboratory with emphasis on volumetric and gravimetric analysis. Prerequisites: CHEM 142L and MATH 231. Fee required. (4 hours per week) (1)

**CHEM 331 INSTRUMENTAL ANALYSIS.** A course for science majors who wish to strengthen their regular training in the use of instruments. Instrumental techniques will include both chemical and biological methods of analysis. Theory and methods of electrochemistry, separation (HPLC and GC), spectroscopy, and the polymerase chain reaction (PCR). Prerequisites: CHEM 241 and 342. (3)

**CHEM 331L INSTRUMENTAL ANALYSIS LABORATORY.** Assigned experimental projects in areas covered in CHEM 331. Prerequisites: CHEM 241L and 342L. Fee required. (4 hours per week) (1)

**CHEM 341 ORGANIC CHEMISTRY I.** The chemistry of the aliphatic and aromatic compounds of carbon, with emphasis on relationships between the various classes, properties, structure, reactions and methods of synthesis. Prerequisites: CHEM 142. (3)

**CHEM 341L ORGANIC CHEMISTRY I LABORATORY.** A laboratory in which basic laboratory procedures and techniques of organic chemistry, including some instrumentation are learned. Prerequisites: CHEM 142L. Fee required. (4 hours per week) (1)

**CHEM 342 ORGANIC CHEMISTRY II.** The chemistry of compounds of carbon, with emphasis on the synthesis of natural products, spectroscopy, stereochemistry and reaction mechanisms. Some attention will also be given to special topics of current interest. Prerequisites: CHEM 341. (3)

**CHEM 342L ORGANIC CHEMISTRY II LABORATORY.** A laboratory in which students will synthesize, purify and utilize spectroscopic techniques to identify organic compounds. Prerequisites: CHEM 341L. Fee required. (4 hours per week) (1)

**CHEM 344 BIOCHEMISTRY I.** A study of the biochemistry of proteins, acid-base balance, carbohydrates, lipids, nucleic acids, enzymes and physicochemical principles and techniques used in their study. Prerequisites: CHEM 341. (3)

**CHEM 344L BIOCHEMISTRY I LABORATORY.** A laboratory involving experimentation with biochemical systems, processes and compounds of biochemical importance. Prerequisites: CHEM 341L. Fee required. (4 hours per week) (1)

**CHEM 345 BIOCHEMISTRY II.** This course includes the chemistry of protein synthesis, blood, respiration, metabolism, hormones, energy metabolism and nutrition. Prerequisites: CHEM 344. (3)

**CHEM 345L BIOCHEMISTRY II LABORATORY.** A laboratory including illustrations of the major metabolic pathways and the enzyme reactions involved in those pathways in various types of organisms. Prerequisites: CHEM 344L. Fee required. (4 hours per week) (1)

**CHEM 431 SENIOR RESEARCH.** In this course, students working under the direction of a faculty mentor will be involved in research in an area of molecular biology, chemistry or biochemistry. The research must result in a detailed research report. Prerequisites: BIOL 401 and CHEM 331, 331L, 344 and 344L. Fee required. (Laboratory hours depend upon research topic selected) (3)

**CHEM 441 PHYSICAL CHEMISTRY I.** A study of the laws of thermodynamics and their application to thermochemistry and chemical equilibria of gases, solids and liquids. Prerequisites: CHEM 342, MATH 338, and PHYS 244. (3)

**CHEM 441L PHYSICAL CHEMISTRY I LABORATORY.** An introduction to the principles and application of physical chemical measurements. Prerequisites: CHEM 342L and PHYS 244L. Fee required. (4 hours per week) (1)

**CHEM 442 PHYSICAL CHEMISTRY II.** A continuation of CHEM 441. Topics include reaction kinetics, theoretical aspects of quantum mechanics and spectroscopy. Prerequisites: CHEM 441. (3)

**CHEM 442L PHYSICAL CHEMISTRY II LABORATORY.** A continuation of CHEM 441L. Advanced quantitative techniques necessary in physical chemical measurements. Prerequisites: CHEM 441L. Fee required (1)

**CHEM 444 INORGANIC CHEMISTRY.** A course in theoretical inorganic chemistry designed to strengthen the students' background and understanding of the basic principles and concepts of inorganic chemistry. Course material will include chemical bonding interpretations, using crystal field theory and ligand field theory, as well as modern theories of atomic and molecular structures. Prerequisites: CHEM 241. (3)

**CHEM 444L INORGANIC CHEMISTRY LABORATORY.** Students will engage in experimentation and synthesis of coordination compounds, kinetics, equilibrium and utilize spectroscopic techniques to investigate their properties. Prerequisites: CHEM 241L. Fee required. (3 hours per week) (1)

**CHEM 445 ADVANCED INORGANIC CHEMISTRY.** In this course students will study the practice and principles of both the synthesis and characterization of inorganic compounds, organometallic compounds, coordination chemistry, symmetry, and chemical applications of group theory. Prerequisites: CHEM 444. (3)



**CIS 203 PC FUNDAMENTALS.** An introduction to the basic concepts of keyboarding, overview, including DOS and Windows; introduction to the use of Internet and multimedia technology in the classroom. Fee required (3)

**CIS 240 MICROCOMPUTER SOFTWARE APPLICATIONS I.** It is the aim of this course to provide students with an opportunity to develop computer applications skills in word processing, computer graphics, database management, spreadsheet, and windows environments. Fee required (3)

**CIS 302 PRINCIPLES OF PROGRAMMING.** The course is designed to offer an introduction to computer programming using a contemporary high-level programming language. A primary objective is basic competence in writing and running programs for a variety of applications. Prerequisites: CIS 203 and 240. Fee required (3)

**CIS 306 OPERATING SYSTEMS AND COMPUTER ARCHITECTURE.** This course introduces computer organization and structuring of the major hardware components of computers, fundamentals of logic design, major concept areas of operating systems principles, the interrelationships between the operating system and the computer architecture. Hands-on experience using contemporary operating systems. Prerequisites: CSC 305. Fee required (3)

**CIS 401 MANAGEMENT INFORMATION SYSTEMS.** This course deals with the basic principles of systems theory, computer and management information systems design, and quality assurance. Case studies and projects are used in presenting theory and applications. Prerequisites: CIS 203 and 240. Fee required (3)

**CIS 402 SYSTEMS ANALYSIS AND DESIGN.** This course deals with a formal approach to state-of-the-art techniques in systems analysis and design and provides a means for students to apply the techniques. An integral part of the course is the involvement of students working in teams in the organization, management, and development of a small or a large systems design project. The topics are oriented toward the novice programmer or systems analyst. Prerequisites: CIS 240 and 401. Fee required (3)

**CIS 405 DATABASE MANAGEMENT.** Introduction and overview of database concepts to design and implement a database management system. Prerequisites: CSC 404. Fee required (3)

**CJ 101 INTRODUCTION TO CRIMINAL JUSTICE.** A survey of the components of the criminal system at the local, state, and national levels of government. (3)

**CJ 102 CRIMINAL PROCEDURE.** This course examines and discusses constitutional protections of individuals who have committed criminal offenses and individuals who face criminal charges. (3)



**CJ 201 CRIMINAL JUSTICE THEORY.** An overview of the major criminological and criminal justice theory, theory construction, testing and application. Prerequisites: CJ 101. (3)

**CJ 210 INTRODUCTION TO CORRECTIONS.** Surveys the historical patterns of punishment and the development of corrections and analyzes the characteristics of various types of correctional facilities and alternatives to incarceration. Prerequisites: CJ 201. (3)

**CJ 235 LAW ENFORCEMENT.** Reviews the history of law enforcement; assesses the organization, role and function of the various law enforcement agencies, with primary attention given to American municipal police forces. Prerequisites: CJ 201. (3)

**CJ 301 CRIMINAL LAW.** Analyzes the history, development, and current status of criminal laws and codes at the state and national levels of government. Prerequisites: CJ 235. (3)

**CJ 304 CRIMINAL JUSTICE RESEARCH.** Introduction to the methods of research used in the study of criminal justice. Prerequisites: CJ 201. (3)

**CJ 315 PROBATION AND PAROLE.** Analyzes the theories and practices of probation and parole systems. Prerequisites: CJ 210. (3)

**CJ 400 CRIMINAL JUSTICE STATISTICS.** A statistics course that develops an understanding of statistical methods and procedures with an emphasis on criminal justice research and computer application. Prerequisites: CJ 304. (3)

**CJ 402 CRIMINAL JUSTICE INTERNSHIP.** A supervised field experience in which the student is placed in a criminal justice program or agency to gain practical knowledge. The field placement requires a minimum of six hours per week. Prerequisites: CJ 304 and Senior status. Fee required. (3)

**CJ 410 COMMUNITY POLICING.** This course is designed to introduce students to the new development of policing American society. Students will explore theoretical and practical dimensions of modern policing that unite police and community in resolving social problems. Prerequisites: CJ 235. (3)

**CJ 412 CORRECTIONAL MANAGEMENT.** Analyzes policies, procedures and problems of correctional institutions. Prerequisites: CJ 210. (3)

**CJ 420 CRIMINAL JUSTICE SEMINAR.** Analyzes in-depth contemporary topics of crime and delinquency controls within the criminal justice system. Advanced research paper required. Prerequisites: CJ 301, 304 and Senior status. (3)

**CJ 425 POLICE ORGANIZATION MANAGEMENT.** An advanced course focusing upon management theories, current management systems, supervision and supervisory

principles as applied to police administration. This course examines leadership skills, planning and implementation, decision making and creative problem-solving for the police administrator. Prerequisites: CJ 235 and 410. (3)

**CJ 450 CONTEMPORARY ISSUES IN CRIMINAL JUSTICE.** This course allows the program to teach contemporary and special criminal justice issues that are not taught as a part of the regular curriculum. Prerequisites: CJ 304 and Junior status. (3)

**CJ 460 CRIMINAL JUSTICE HONORS.** This course allows students to work on an individual basis with a faculty member in an area of interest. Prerequisites: CJ 301, Cumulative GPA of 3.0 or greater and approval of instructor. (3)

**COMM 201 COMMUNICATION SKILLS.** This course teaches techniques and strategies on the art of listening, speaking, and writing effectively, especially in the public, interpersonal, and small group contexts of communication. Emphasis is placed on providing the student with activities that help acquire competencies in all three modes of communication. (3)

**COMM 202 SURVEY OF MASS COMMUNICATIONS.** This course is about the economic and political implications involved in newspaper, magazine, television, and radio production and their use. Prerequisites: ENGL 131, 132 and COMM 201 (Must pass with a "C"). (3)

**COMM 211 WRITING FOR RADIO/TV.** Fundamentals of writing news for radio and television are introduced and practiced. Style format and dramatic structure are also presented. Prerequisites: ENGL 131, 132 and COMM 201 (Must pass with a "C"). (3)

**COMM 218 NEWS WRITING.** A lecture/laboratory course emphasizing basic skills for news gathering and news writing. The course concentrates on leads and the basic structure of news stories. Students gain hands-on experience as staff members on the student newspaper. Typing skills required. Prerequisites: ENGL 131, 132 and COMM 201 (Must pass with a "C"). (3)

**COMM 313 INTRODUCTION TO PUBLIC RELATIONS.** The course explains the principles of public relations and the professional fields related to it. Class members will complete simple projects built on an understanding of the proper techniques involved in a successful public relations program. Prerequisites: COMM 218 or approval of the Instructor. (3)

**COMM 314 FUNDAMENTALS OF PHOTOGRAPHY.** The course is a comprehensive introduction to photography, including instruction in taking, developing and printing pictures. Emphasis is placed upon the development of a sensitive photographic eye and upon photography as an art form. Basic techniques include filmmaking, enlarging, pinhole camera, etc. A good camera (35mm preferably) is required. Fee required (3)

**COMM 321 ORGANIZATIONAL COMMUNICATIONS.** The course emphasizes the importance of communication in the organization. Students will concentrate on communication flow, non-verbal cues, and other factors, which have a direct influence on organizational effectiveness. Prerequisites: COMM 202, 218 and Junior Status. (3)

**COMM 328 REPORTING.** The course continues to develop the skills taught in News Writing. Students are assigned to cover and report actual news events. Students are required to write for the College newspaper. Prerequisites: COMM 218 or approval of the Instructor. (3)

**COMM 331 BROADCAST & FILM EDITING.** This course provides an introduction to the theory and practices of film and video post-production. Students will study representative works of television and film in the context of aesthetic values, evolving genres, and technical innovations. Prerequisites: COMM 211 or approval of the Instructor. Fee required. (3)

**COMM 341 FEATURE WRITING.** This course provides practice in developing and writing feature stories for print publications. It emphasizes weekly writing assignments, using creative and individual approaches to each human-interest story. Prerequisites: COMM 218 or approval of the Instructor. (3)

**COMM 350 MEDIA LAW.** This course concentrates on a rigorous examination of the First Amendment and its application to the media. Areas of study include an understanding of the United States Court system and trial procedures, along with laws governing libel, invasion of privacy, prior restraint, and other pertinent topics. Prerequisites: COMM 202, 218 and Junior Status. (3)

**COMM 351 DESKTOP DESIGN.** This lecture/laboratory class concentrates on theoretical and production aspects of publications. Emphasis is placed on learning electronic desktop design and general principles for using typography, white space, copy block and other phenomena. Page-maker software is used. Prerequisites: COMM 218. (3)

**COMM 360 MEDIA RESEARCH METHODS.** The course is an introduction to the use of documents and observational methods, the interview and the questionnaire in political and social research, as they relate to the media practitioner. Prerequisites: COMM 218 or approval of the Instructor. (3)

**COMM 401 COPY EDITING.** This is a lecturing/laboratory class that emphasizes the theory and practice of copy-editing and headline writing skills. Students will master electronic techniques as well as manual skills. The Associated Press Stylebook and Manual is used. Prerequisites: COMM 328. (3)

**COMM 411 VIDEO PRODUCTION I.** This course is the study of single and multi-camera techniques of production in video. Editing and lighting techniques are also studied. Lab work is performed, using WAUG as well as department equipment. Prerequisites: COMM 423. Fee required (3)



**COMM 412 VIDEO PRODUCTION II.** The course concentrates on individually tailored projects, with emphasis on increasing the student's knowledge of the media to include commercial practices in the field as well as in the studio. Four (4) hour lab. Prerequisites: COMM 211 and 411. Fee required (3)

**COMM 415 BROADCAST MANAGEMENT.** The course focuses on the study and analysis of problems and situations confronting the manager of the broadcast enterprise; as pertain to personnel, operation, government relations, and programming sales. Prerequisites: COMM 218. (3)

**COMM 423 AUDIO PRODUCTION.** This is the study of audio production techniques and technology used to make music and other studio-related products. Technological advancement is also studied. Prerequisites: COMM 218. Fee required (3)

**COMM 425 NEWSPAPER PRODUCTION.** The focus is on theoretical and production aspects of producing a newspaper. The course concentrates on copy-editing, headline writing and newspaper layout. Class members serve as editors and/or staff for the student newspaper. Prerequisites: COMM 218 or approval of the Instructor. (3)

**COMM 427 PUBLICATION CONCEPTS.** This course provides students with hands-on experience through supervised work on student publication. Class members serve as editors and/or staff for the student newspaper. Prerequisites: Approval of the faculty advisor to the student newspaper. (3)

**COMM 430 PUBLIC RELATIONS PROBLEM SOLVING.** The course is an advanced study of the field of public relations with emphasis on both individual efforts and group activity in solving real life public relations problems. It uses the RACE theory of problem solving. Class members are required to write weekly press releases to reach professional skill levels. Prerequisites: COMM 313 or approval of the Instructor. (3)

**COMM 435 DIRECTED STUDIES.** The purpose of this course is to offer students individually tailored projects with emphasis on increasing the student's knowledge of the media, including commercial practices. Selected topics to be determined by the student and JMC faculty mentor. Prerequisites: COMM 218 and Junior or Senior status. (3)

**COMM 457 SEMINAR IN SPECIAL COMMUNICATIONS TOPICS.** This course is a study of a particular subject in communications. Topics change as needs and resources develop. Class discussion, readings, and individual projects. Prerequisites: COMM 218 and Senior status. (3)

**COMM 458 INTERNSHIP.** This course concentrates on fieldwork, which offers students an opportunity to work part-time in professional media facilities in Raleigh in addition to WAUG. Prerequisites: COMM 350 and Senior Status. Fee required (3)



**CSC 245 COMPUTER GRAPHICS.** This course provides an introduction to graphic design and execution of pictorial graphics using a variety of software packages. Emphasis is placed on creation and manipulation of images using graphic design software. Upon completion, students should be able to create graphic designs and incorporate these designs into printed publications. Prerequisites: CIS 203 and 240. Fee required (3)

**CSC 250 INTRODUCTION TO WEB DESIGN.** An introduction to HTML programming. Introduction to WEB Design using available WEB-Design editors like Front Page. It is the aim of this course to provide students with an opportunity to enhance their knowledge of designing WEB pages using HTML programming and using some other WEB editors. Advanced instruction focusing on home page designing, computer graphics, and Internet is provided. Prerequisites: CIS 203 and 240. Fee required (3)

**CSC 280 NETWORKING ESSENTIALS.** This course examines the principles of contemporary computer networks. Topics include LAN topologies and design; cable characteristics; cable, interface cards, server, and client installation; basic management techniques; linking networks; and troubleshooting LAN problems. Upon completion, students should be able to install both hardware and software for a small client/server LAN and troubleshoot common network problems. Prerequisites: CIS 203 and 240. Fee required (3)

**CSC 303 ASSEMBLY LANGUAGE PROGRAMMING.** This course introduces the basic principles of computer systems, data representation, numbering systems, instruction execution, symbolic coding, data word definition, laterals, location counter, indexing, indirect addressing, relative addressing, and assembly systems. Students will learn to write programs in assembly language. Prerequisites: CIS 302. Fee required (3)

**CSC 305 PROGRAMMING IN C++.** This course serves as an introduction and overview of the C++ programming language. Prerequisites: CIS 302. Fee required (3)

**CSC 307 JAVA PROGRAMMING** This course provides an introduction to computing in Java. Emphasis is placed on algorithm development and problem solving. Careful and methodical development of Java applications and applets from specifications; documentation and style; appropriate use of control structures; classes and methods; data types and data abstraction; object-oriented techniques and language syntax. Java class libraries including strings, graphical user interfaces, events, exceptions, arguments, threads, file i/o, and networking. Prerequisites: CIS 302. Fee required (3)

**CSC 310 STRING PROCESSING LANGUAGES** This course covers syntax and semantics of a string manipulation language, currently PERL. Application of the language to programming problems in non-numeric areas. Discussion of other string processing languages such as SNOBOL-4. Prerequisites: CSC 305. Fee required (3)

**CSC 403 DATA COMMUNICATIONS AND NETWORKS.** This course deals with basic principles of computer networks, data communications systems, common carriers, wafts lines, tariff, distribution systems, types of computer networks, application of networks, network architecture, regulatory issues and network management. Prerequisites: CIS 302. Fee required (3)

**CSC 404 DATA STRUCTURES.** This course deals with the basic concepts of data representation and structures such as lists, trees, strings, arrays, stacks, queues, and algorithms for searching and sorting, using a high level language. Prerequisites: CSC 305. Fee required (3)

**CSC 406 FILE ORGANIZATION AND PROCESSING.** Hardware characteristics of storage devices. Basic file organizations including sequential, direct, and indexed sequential; hashing and collision resolution; perfect hashing; signatures; bloom filters; sorting and other bit level structures. Tree structures including binary search trees, B-trees, and tries. Dynamic hashing techniques. Structures including grid files. Applying file structures to practical problems. Prerequisites: CSC 404. Fee required (3)

**CSC 410 OBJECT ORIENTED PROGRAMMING.** This course covers object-oriented programming using a language such as C++ or Ada. Using the concept of OOP introduce the concepts of code reuse, encapsulation, incremental development and testing, and program design. Using the concept of classes, describe the evolution of and motivation for the object-oriented paradigm. Prerequisites: CSC 404. Fee required (3)

**CSC 420 THEORY OF COMPUTATION.** This course explores formal models of computation such as finite state automata, pushdown automata and Turing machines will be studied, along with the corresponding elements of formal languages (including regular expressions, context-free languages, and recursively innumerable languages). These models will be used to provide a mathematical basis for the study of computability, and to provide an induction to formal theory behind compiler construction. The study of Church's thesis and universal Turing machines will lead to the study of unsolvable problems. Prerequisites: CSC 305 and MATH 174. (3)

**CSC 450 SIMULATION** Discrete-event stochastic simulation for the modeling and analysis of systems. Programming of simulation models in a simulation language. Input data analysis, variance reduction techniques, validation and verification, and analysis of simulation output. Random number generators. Prerequisites: CSC 404. Fee required (3)

**CSC 460 ORGANIZATION OF PROGRAMMING LANGUAGES.** This course constitutes as an introduction to the formal study of programming language concepts, including syntax and grammar, data types and structures. Run-time behavior characteristics of several languages are analyzed and compared. Prerequisites: CSC 404. Fee required (3)

**CSC 480 SPECIAL TOPICS IN COMPUTER SCIENCE.** This capstone course provides learners with an opportunity to demonstrate the knowledge and abilities

acquired through prior study. Learners participate in projects and seminars pertaining to topics selected on the basis of new and emerging business procedures, technology, and standards of practice in the discipline of Computer Science. Mastery and competence in the discipline are also evaluated through the writing and preparation of a research project. Prerequisites: ENGL 290 and CSC 305. Fee required (2)

**ECON 235 PRINCIPLES OF MICROECONOMICS.** Price theory, theory of the firm, and the interaction of demand and supply. (3)

**ECON 236 PRINCIPLES OF MACROECONOMICS.** Measure and determination of national income, employment and price, introduction to monetary and fiscal policy analysis, the effects of government deficits and debts, exchange rates and trade balances. (3)

**ECON 436 MONEY AND BANKING.** A study of money, financial markets, and the financial structure, with emphasis on commercial banks and the Federal Reserve System. Relationships between economic activity and the money supply are introduced. Prerequisites: ECON 235 and 236. (3)

**EDUCA 200 COOPERATIVE EDUCATION.** This work-study plan is designed to integrate the student's academic experiences with practical experiences on the job. Students enrich their education by alternating institutional periods of study with practical periods of meaningful work in business, industry, health, social, and state agencies. Fee required. (6)

**EDUCA 205 PARALLEL INTERNSHIP I.** This twenty (20) hour per week work-study plan is designed to integrate academic experiences with practical experiences on the job. Students usually work on discipline-related jobs and return to their employers for successive terms. Fee required. (3)

**EDUCA 206 PARALLEL INTERNSHIP II.** A twenty (20) hour per week work-study plan is designed to integrate academic experiences with practical experiences on the job. Students usually work on discipline-related jobs and return to their employers for successive terms. Fee required. (3)

**EDUCA 207 SERVICE LEARNING.** Service has always been an integral part of mission of Saint Augustine's College. Furthermore, trends in higher education favor a partnership between colleges and universities and the communities in and around which they are situated, and students are required in many colleges and universities to give service to the community as part of their educational experience. (3)

**EDUCA 210 CAREER PLANNING.** This course is designed to teach students to become creative, competitive, and knowledgeable career-planners. Course content and project work include academic experience translated to the work world, skills identification, decision-making, individual career options, and alternate job search strategies. (3)



**EDUCA 223 ELEMENTARY READING INSTRUCTION.** This basic course is designed to teach reading that will assure knowledge and familiarity with current methods, materials, and significant research in developmental reading. Required for Elementary Education Major. (3)

**EDUCA 232 BASIC TEST-TAKING SKILLS.** This course is designed to introduce techniques that can be used by students from various disciplines to maximize their scores in standardized examinations. Students are required to take four (4) one-half hour sections of the course as they prepare for and successfully complete the PRAXIS I Examinations at which time the student is no longer required to take this course. Fee required. (1/2 - 2)

**EDUCA 233 FOUNDATIONS OF EDUCATION.** The beginning professional course in education includes the history, philosophy, and the sociological foundations of education, which aim to give the student a broad overview of education as a discipline from its inception to the present. Required of all students seeking admission to teacher education. (3)

**EDUCA 235 INTRODUCTION TO EXCEPTIONAL CHILDREN.** In this course, mental, physical, emotional, and social traits of several types of exceptional children will be discussed. Learning characteristics of gifted, learning disabled and physically handicapped children will be studied, as well as their effects upon the regular classroom. (3)

**EDUCA 237 READING FOUNDATIONS.** This course is designed to study the techniques for improving reading efficiency. Attention given to developing reading skills, word recognition, phonetics, structural analysis, comprehension, and paragraph meaning. (2)

**EDUCA 300 EARLY FIELD EXPERIENCES.** This is a field-based practicum for Education Majors Only. Teacher Education Majors are placed in public schools under the supervision of certified teachers. During this experience, students are engaged in mentoring, tutorial and cooperative teaching activities with diverse student populations at various grade levels. Permission to enroll in this course is required by the instructor or Director of Field Experiences. Fee required. (0)

**EDUCA 321 EDUCATIONAL PSYCHOLOGY.** This course involves the study of the application of psychological principles to education. It deals with the various problems encountered in the teaching-learning process. Required of all prospective teachers. (3)

**EDUCA 324 THE TEACHING OF LANGUAGE ARTS.** This course investigates methods and materials used in teaching the language arts in grades K-6. Instructional techniques applicable to the teaching of spelling, handwriting, dramatics, and compositional skills will be emphasized. Prerequisites: EDUCA 233. (2)



**EDUCA 325 EARLY CHILDHOOD CURRICULUM.** This course is concerned with the interactions and responses of young children, ages five through eight, and their environmental experiences. Curriculum preparing materials for kindergarten and grades one through three and the exploration of published materials are covered in this course. A twenty hour approved practicum in the public schools is required. Prerequisites: EDUCA 321 and PSYCH 330. (2)

**EDUCA 326 EARLY CHILDHOOD ACTIVITIES AND TECHNIQUES.** This course teaches activities of young children, and the techniques of teaching them. Emphasis will focus upon the teaching of the languages arts, lettering and handwriting, number work, and various aspects of the social and natural sciences. Some special attention will be given to behavioral objectives. Twenty hours of approved practicum in the public schools is required. Prerequisites: EDUCA 321 and 325. Fee required. (2)

**EDUCA 327 INTRODUCTION TO LEARNING DISABILITIES.** The characteristics and educational needs of learning disabled children are considered in relation to their adjustment problems. Prerequisites: EDUCA 235. (3)

**EDUCA 330 CHILD DEVELOPMENT.** This is a professional level course designed to cover the developmental milestones of child development from prenatal to adolescence. Specifically, the course covers, the physical, social-emotional, cognitive, and psychosocial development of this population. Additionally, affords students the opportunity to research, examine, assess and analyze the impact of social, family and economic factors that may inhibit 'normal' development. Particular attention is given to the impact of these variables on a child's educational performance. (3)

**EDUCA 333 TEACHING LEARNING DISABLED CHILDREN.** This course deals with instructional strategies, curriculum materials, classroom management techniques, and planning procedures for instructing the learning disabled student. Attention will be given to mastery of psycho-educational assessment procedures, using selected test batteries: IEP programming and multidisciplinary team approach; and an on-going assessment. Prerequisites: EDUCA 327, 330 and admission to Teacher Education. (3)

**EDUCA 336 CHILDREN'S LITERATURE.** This course is designed for recreational reading instruction and surveys the field of children's literature from early childhood through grade eight. Required for Elementary Education Majors. (3)

**EDUCA 337 CURRICULUM AND METHODS IN HUMANITIES AND THE SOCIAL SCIENCES.** This course includes the teaching of other language arts besides reading (reading and the basic communicative skills are covered by EDUCA 339), the teaching of the affective domain (attitudes and values), and all other subjects of the elementary (K-6) school that deal with human relations. Open to juniors and first-semester seniors. Prerequisites: EDUCA 237, 336 and MATH 330. (2)

**EDUCA 338 CURRICULUM AND METHODS IN THE NATURAL SCIENCES AND MATHEMATICS.** The teaching of science and mathematics in the elementary schools (K-6) will be emphasized. Prerequisites: EDUCA 336, 337, MATH 330 and admission to Teacher Education. (2)

**EDUCA 339 CONTENT AREA READING.** This course is designed to assure an understanding of reading in relation to different subject-matter and content-area methodologies. For Secondary Education majors only. (3)

**EDUCA 340 CURRICULUM AND METHODS IN THE ELEMENTARY SCHOOL.** A junior level course designed to meet the new curriculum pattern of K-6 requirement and cover curriculum materials and methods extending from Kindergarten to sixth grade. Ten (10) hours of sequentially planned field experiences will be required from the students. (3)

**EDUCA 341-349 METHODS AND MATERIALS FOR TEACHING IN THE SECONDARY SCHOOLS.** This set of courses is designed to acquaint the prospective Teacher Educators with the methods and techniques for teaching their particular subject as well as the curriculum materials available in the modern secondary school. Emphasis will be on correlating College subject matter and education theory with the modern high school curriculum using the North Carolina Standard Course of Study for each area. Varied credit, as listed below for each respective course based on competencies for each program. Prerequisites: Admission to Teacher Education and by permission only.

EDUCA	341	Teaching of Math	3	EDUCA	342	Teaching Business	3
EDUCA	343	Teaching of Science	3	EDUCA	344	Teaching Social Studies	3
EDUCA	345	Teaching of English	3	EDUCA	346	Teaching Modern Foreign Language	2
EDUCA	347	Teaching of Vocal Music	2	EDUCA	348	Teaching Instrumental Music	2
EDUCA	349	Teaching Phys Education	2				

**EDUCA 428 EDUCATIONAL MEDIA AND TECHNOLOGY.** This course is designed to introduce teacher education majors to the current and emerging technologies, which can be incorporated into the K-12 curriculum. Emphasis will be placed on hands-on computer application instruction and the use of various media devices such as digital cameras, videos, scanners, etc. Teacher education candidates will develop an understanding of how educational media and technology can be used to plan, manage and deliver instruction while addressing the needs of individual learners and improving communication. The prospective Teacher Educator will be able to exhibit proficiency with the North Carolina Technology Competencies. Prerequisites: EDUCA 337 and 338. (3)

**EDUCA 431 PRINCIPLES OF SECONDARY EDUCATION.** This is a course especially designed to precede student teaching in the secondary school. Special attention is given to the interrelationship of the high school curriculum with the needs of the adolescent: personality, general and special abilities, aptitude, achievement and interest. Prerequisites: EDUCA 233 and PSYCH 232. (3)

**EDUCA 432 TESTS AND MEASUREMENTS.** This course is recommended for all teachers, psychologists, and social workers. The course is designed to aid in the development of teacher-made tests, the use of standardized tests, and employment of statistical data in education. Prerequisites: EDUCA 337, 338 and MATH 330. Fee required. (3)

**EDUCA 433 EARLY CHILDHOOD EDUCATION.** This course is a special study of the organization and management of a kindergarten classes. The course includes the history, philosophy, and social foundations of the modern early childhood program. Prerequisites: EDUCA 233. (2)

**EDUCA 436 THE MODERN ELEMENTARY SCHOOL.** The course is concerned with the history, curriculum, and objectives of the elementary school years and the kind of educational process necessary to realize these objectives. Required of all elementary majors prior to student teaching. Prerequisites: EDUCA 233. (2)

**EDUCA 437 ASSESSMENT IN SPECIAL EDUCATION.** This course emphasizes the protocol, interpretation, analysis and educational tests used in partnership with other measures in identifying students who may need special education assistance. Students are heavily involved in administration, interpretation and educational and behavior management planning for special needs students. The course also reviews recent technology to assist in these efforts. Prerequisites: EDUCA 235, 330, 432 and admission to Teacher Education. (3)

**EDUCA 438 EDUCATION LAW.** An introductory course in education law and its impact public school issues, personnel, programming, student and parental rights, teacher and administrative planning and other curricular planning issues. Prerequisites: EDUCA 233, 235, 436 and admission to Teacher Education. (3)

**EDUCA 461 STUDENT TEACHING.** This course involves directed professional laboratory experiences, including sixty (60) or more hours of observation-participation before student teaching. Prerequisites: By permission only from the Director of Teacher Education. Fee required. (12)

**EDUCA 465 SEMINAR IN EDUCATION - AN INTERDISCIPLINARY APPROACH.** This course is designed to strengthen students in the skills needed for competency in teaching-learning activities. Research relevant to changes in Teacher Education programs will be thoroughly analyzed. (3)

**EDUCA 466 ADVANCED FIELD PLACEMENT.** This ten-week Internship is designed for students who are currently working in the public schools. In collaboration with Principals, LEAs and Teacher Education Faculty, individuals will be mentored and evaluated in accordance with student teaching policies. Prerequisites: By permission only from the Director of Teacher Education. (3)



**ENGL 122 READING AND COMPREHENSION.** The course takes an interactive view of reading and prepares active learners and critical thinkers with strategies of college reading. The first part of a two part sequence focuses on strategies for student success in reading in college starting with promoting positive attitudes to college, better concentration while reading, recognition of learning styles, and application of comprehension monitoring strategies. Basic approaches to vocabulary development are taught as well as skill development in literal comprehension. The course is a prerequisite for incoming students needing additional instruction before taking English Composition I. Students must re-test on the AccuPlacer exam before advancing to ENGL 131. Credits are non-applicable to degree requirements. (3)

**ENGL 123 READING AND ARGUMENT.** A continuation of ENGL 122, this course builds on reading for understanding to master reading for critical thinking. Initially, textbook reading skills and study skills are mastered. Then how to interpret the writer's message and purpose and how to evaluate essays and literature are taught. Students must re-test on the AccuPlacer exam before advancing to ENGL 131. Credits are non-applicable to degree requirements. (3)

**ENGL 129 ENGLISH FUNDAMENTALS I.** This course provides students with a thorough review of sentence skills, grammar, punctuation, mechanics and spelling. However, student writing is practiced first in meaningful, productive and enjoyable formats. A comprehensive discussion of the writing process builds on purpose, audience, organization and revision using six patterns of paragraph development: exemplification, narration, description, process, cause and effect, and comparison and contrast. Students must re-test on the AccuPlacer exam before advancing to ENGL 131. Credits are non-applicable to degree requirements. (3)

**ENGL 130 ENGLISH FUNDAMENTALS II.** This course provides students with further review of sentence skills and writing skills. Writing effective sentences through use of parallelism, exact word choice, concise language, similes and metaphors will be covered. Solving common sentence problems such as run-ons, comma splices, fragments and subject-verb agreement will be practiced. Basic grammar will be taught so that problems with pronoun-antecedent agreement, pronoun case, reflexive and intensive pronouns, irregular forms of the past tense, comparative and superlative forms of adjectives can be mastered. Paragraphs of classification, definition and argument will be written. Understanding essay structure and writing introductions and conclusions in various ways will be emphasized. Students must re-test on the AccuPlacer exam before advancing to ENGL 131. Credits are non-applicable to degree requirements. (3)

**ENGL 131 ENGLISH COMPOSITION I.** This is a course in college-level reading and writing which provides students with a review and practice of reading strategies, principles of composition, and basic editing skills appropriate to all liberal arts disciplines. The reading portion, which is linked with other General Education Freshman courses, emphasizes the use of writing as a learning tool and enhances students' understanding of interdisciplinary subjects. The composition portion uses reading as a



part of pre-writing. Writing is seen as a process and students are required to use the word processor as a drafting and revising tool. (3)

**ENGL 132 ENGLISH COMPOSITION II.** This course continues the emphases of English 131 with two basic differences. First, to provide topics and materials on which students will write essays or a research paper, they will read and analyze a novel. Classes will continue to read, analyze, and write essays on short selections and on argumentative topics, but they now will be expected to demonstrate more advanced editorial skills than they did in English 131. Second, students will learn to write a research paper with notes and works cited. They will also use computers in the preparation of their essays and research papers. Prerequisites: ENGL 131. (3)

**ENGL 224 MODERN ENGLISH USAGE.** This course covers the elements and structure of Modern English grammar and general usage, stylistic appropriateness, vocabulary development, and the principles of proofreading and editing. It is required for all English, English Education, and Communications majors and is strongly recommended for all students who wish to improve their proficiency in Modern English. Prerequisites: ENGL 131 and 132. (3)

**ENGL 227 AFRICAN-AMERICAN LITERATURE.** This course offers a historical survey of writings by African Americans from the eighteenth century to the present, with emphasis on major contemporary writers. The course culminates in written term projects. Prerequisites: ENGL 131 and 132. (3)

**ENGL 231 WORLD LITERATURE I.** This sequential course is a thematic survey of world classics in translation from antiquity to the sixteenth century, including works from Europe, the Middle East, India and China. Students are encouraged to think critically and creatively about how the literature of various cultures defines what it means to be human. Prerequisites: ENGL 131 and 132. (3)

**ENGL 232 WORLD LITERATURE II.** This sequential course surveys world classics from the sixteenth century to the present with a thematic emphasis on Romantic heroes, Realistic heroines, and the colonial experience, including works from Europe, India, South America, Egypt, and South Africa. Students are encouraged to think critically and creatively about the impact of world cultures on contemporary global issues. Prerequisites: ENGL 131 and 132. (3)

**ENGL 233 ADVANCED COMPOSITION.** This is the study of prose and poetic style. It gives students an opportunity to develop creative writing skills. In the process of developing their own style, students use models as framework for invention. Prerequisites: ENGL 131 and 132. (3)

**ENGL 235 MODERN AFRICAN LITERATURE.** This is a survey course that traces the development of Modern African literature with selected writers from different geographical locations. Prerequisites: ENGL 131 and 132. (3)

**ENGL 241 METHODS AND MATERIALS OF TUTORING.** This is a course that provides background knowledge of tutoring in America and exposes students to contemporary techniques and standards in tutoring. It is a prerequisite for students tutoring in writing (Interdepartmental). Prerequisites: ENGL 131 and 132 (3)

**ENGL 253 INTRODUCTION TO LITERARY GENRES.** An intensive course embracing the formal principles of literature, the identification of genres and the use of the vernacular of literary analysis, this sophomore-level course is required for English majors. Prerequisites: ENGL 131 and 132. (3)

**ENGL 290 BUSINESS AND TECHNICAL WRITING.** In this course, students learn the format, style, and vocabulary appropriate to different types of business and technical writing and produce a number of business and technical documents. Prerequisites: ENGL 131 and 132 (3)

**ENGL 300 RESEARCH METHODS.** The course is designed to prepare majors in a variety of disciplines for upper and graduate level research and writing, and to fulfill a research requirement in any department. The course also fosters critical thinking by encouraging students to examine and discuss their perspectives as well as bring together ideas and information from their respective disciplines. Prerequisites: ENGL 131 and 132. (3)

**ENGL 328 AMERICAN LITERATURE I.** This sequential course covers major American writers from the Colonial period to the Civil War. While attention is given to the cultural background of each period, the course is focused upon what is unique within the American literary tradition. Students are required to write a research paper in this course. Prerequisites: ENGL 131 and 132. (3)

**ENGL 329 AMERICAN LITERATURE II.** A continuation of the sequential course, beginning with the American Romantic Period and the Westward Movement and ending with contemporary American literature. Students are required to write a research paper in this course. Prerequisites: ENGL 131 and 132. (3)

**ENGL 331 ENGLISH LITERATURE I.** This course covers major works from the Old English period to Shakespeare, with special emphasis on the Age of Chaucer. Students are required to write a research paper in this course. Prerequisites: ENGL 131 and 132. (3)

**ENGL 332 ENGLISH LITERATURE II.** In this course, the poetry, prose, drama, and fiction of major 17<sup>th</sup> & 18<sup>th</sup> century writers are considered in their intellectual, literary, and social contexts. Students are required to write a research paper in this course. Prerequisites: ENGL 131 and 132. (3)

**ENGL 337 THE ENGLISH LANGUAGE.** The course is divided into two parts: a historical study of the nature and form of the English language from its beginnings to the present, and a study of the various manifestations, functions, and uses of English today.

This course is required for English and English Education majors and is strongly recommended as an elective for majors in the liberal arts and social science disciplines. Prerequisites: ENGL 131 and 132. (3)

**ENGL 341 INTRODUCTION TO LINGUISTICS.** The course is designed to provide needed background to general principles in the study of English (and languages in general), to prepare English (and other language) majors for research into languages and for graduate studies in linguistics. Topics include the study of phonetics; grammar; word forms; meaning; language acquisition; language and society; language change; human, non-human, and artificial languages. Prerequisites: ENGL 131 and 132. (3)

**ENGL 431 SHAKESPEARE.** Representative plays of Shakespeare are studied in this course, with special consideration of his themes, characters, and language as a mirror of Elizabethan England. Students are required to write a research paper in this course. Prerequisites: ENGL131 and 132. (3)

**ENGL 436 FROM WORDSWORTH TO WILDE: 19<sup>th</sup> CENTURY ENGLISH LITERATURE.** In this course, representative works by the great Romantic and Victorian poets, prose writers, and novelists are discussed within the historical and intellectual contexts of their age. Students are required to write a research paper in this course. Prerequisites: ENGL 131 and 132. (3)

**ENGL 437 TWENTIETH CENTURY ENGLISH LITERATURE: LITERARY TEXTS IN A GLOBAL CONTEXT.** Representative works by significant poets, prose writers, dramatists, and novelists of the English language are studied within their aesthetic and global contexts. Emphasis is placed on the development of aesthetic values, evolving genres, and global literary and intellectual movements. Students are required to write a research paper in this course. Prerequisites: ENGL 131 and 132. (3)

**ENGL 445 WOMEN'S STUDIES.** The course is designed to examine the experiences of women through an exploration of various literary texts. Students are required to write a research paper in this course. Prerequisites: ENGL 131 and 132. (3)

**FREN 131 ELEMENTARY FRENCH I.** Strictly conversational course for beginners. Emphasis on sentences and vocabulary related to everyday situations. Grammar is minimized. Fee required. (3)

**FREN 132 ELEMENTARY FRENCH II.** Introduction to spoken and written French, French culture and civilization through readings, magazines, records, and tapes. Prerequisites: FREN 131 Fee required. (3)

**FREN 231 INTERMEDIATE FRENCH I.** Intensive study of language through grammatical exercises, laboratory exercises, tapes, recordings, readings and conversation. Prerequisites: FREN 132 Fee required. (3)



**FREN 232 INTERMEDIATE FRENCH II.** Intensive study of language through grammatical exercises, laboratory exercises, tapes, recordings, readings and conversation. Prerequisites: FREN 231 Fee required. (3)

**FREN 233 BUSINESS COMMUNICATIONS I.** Reading, writing and discussion of contemporary business practices, with application of acquiring principles. Prerequisites: FREN 131 (3)

**FREN 234 BUSINESS COMMUNICATIONS II.** Continued reading, writing and discussion of contemporary business practices, with application of acquiring principles. Prerequisites: FREN 233 (3)

**FREN 235 CONVERSATION AND PHONETICS I.** Oral and written practice of the language. Prerequisites: FREN 131 (3)

**FREN 236 CONVERSATION AND PHONETICS II.** Continued oral and written practice of the language. Prerequisites: FREN 235 (3)

**FREN 331, 332 SURVEY OF FRENCH LITERATURE.** Readings and discussions of works from the Middle Ages to the Renaissance and from the Classical to the contemporary periods. English translations will be used for non-French majors. (3)

**FREN 333 FRENCH CIVILIZATION.** A study of the historical eras of France, her cultural development in relation thereto, with emphasis on the arts and philosophy. The French experience in Africa and the Caribbean will be discussed In English. (3)

**FREN 334, 335 FRENCH LITERATURE OF THE 17TH & 18TH CENTURIES.** The Golden Age and Enlightenment in French Literature. (3)

**FREN 336 BLACK WRITERS IN FRENCH.** Major authors from Caribbean and African countries. (3)

**FREN 338, 339 FRENCH LITERATURE OF THE 19TH CENTURY.** A study of representative Romantic authors to 1850 and selected poetry, novels and plays to 1900. (3)

**FREN 401 FRENCH LITERATURE OF THE 20TH CENTURY.** Selected readings from the writers of the present century. (3)

**FREN 431, 432 SENIOR SEMINAR.** Advanced readings and written reports. Selection of a topic for investigation in one of the following fields: literature, linguistics, French history, French institutions, French philosophy and Black French writers. (3)

**GED 112 FRESHMAN STUDIES.** An introduction to Saint Augustine's College and its history. This course will address all aspects of College Life pertaining to new students as they transition to college. This course is a requirement for all new freshman. (0.5)



**GED 112L FRESHMAN STUDIES LAB.** This course involves group work, classroom discussions and involvement with the community. This course is a requirement for all new freshman. Prerequisites: GED 112. (0.5)

**GED 301 BIBLICAL PERSPECTIVES.** An overview study of the literary, historical and religious dimensions of the Old and New Testaments. Special attention is given to the themes of covenant, redemption, justice, righteousness, reconciliation, eschatology and hope. Adult learners are guided in an examination of biblical teachings in relation to daily life and individual purpose. [Gateway Adult Learning Program] (3)

**GEO 332 REGIONAL GEOGRAPHY.** A study of the major geographical realms and regions of the world in accordance with various criteria, including physiography, culture, economics, politics, and religion. (3)

**GERM 131 ELEMENTARY GERMAN I.** Emphasis on sentences and vocabulary related to everyday situations. Fee required. (3)

**GERM 132 ELEMENTARY GERMAN II.** Introduction to spoken and written German, German culture, and civilization, through, readings, magazines, records and tapes. Prerequisites: GERM 131 Fee required. (3)

**GERM 231 INTERMEDIATE GERMAN I.** Continuation of classroom and laboratory practice in spoken and written German along with audio-visual materials to stimulate the learning process. Films, film strips and other audio-visual materials will be used to continue the introduction to the culture and civilization of German-speaking countries. Prerequisites: GERM 132 Fee required. (3)

**GERM 232 INTERMEDIATE GERMAN II.** Continuation of classroom and laboratory practice in spoken and written German along with audio-visual materials to stimulate the learning process. Films, film strips and other audio-visual materials will be used to continue the introduction to the culture and civilization of German-speaking countries. Prerequisites: GERM 231 Fee required. (3)

**HIST 133 WORLD CIVILIZATION I.** A general survey of the emergence of civilizations on all continents and the contributions of diverse peoples to the development of various cultures. (3)

**HIST 134 WORLD CIVILIZATION II.** A general survey of the growth and changes in various civilizations on all continents and the role and causes that increasing contact between traditionally isolated peoples played in the development of the modern world. (3)

**HIST 231 AMERICAN HISTORY I.** A survey of the contributions of Native American, European, and African peoples to the emergence of an American nation and culture from prehistory through the Reconstruction era. (3)

**HIST 232 AMERICAN HISTORY II.** A survey of the developments that have had the greatest influence on the American experience since the end of the Reconstruction era. (3)

**HIST 233 A SURVEY OF EUROPEAN HISTORY FROM 1500 TO 1879.** A study of the historical forces that shaped the development of European history between the Renaissance Movement and the French Revolution. (3)

**HIST 234 A SURVEY OF EUROPEAN HISTORY FROM 1879 TO THE PRESENT.** A study of the historical forces that shaped the development of modern Europe and Europe's impact on the world. (3)

**HIST 235 A SURVEY OF AFRICAN CULTURE AND CIVILIZATION I.** A general history of the accomplishments of African peoples from the origins of man until 1500 C.E. (3)

**HIST 236 A SURVEY OF AFRICAN CULTURE AND CIVILIZATION II.** A general survey of the African continent since the advent of European intrusion to the present. (3)

**HIST 324 AFRICAN AMERICAN HISTORY I.** A survey of the African American experience in and contributions to American history from the advent of the Trans-Atlantic slave trade through the Civil War. (3)

**HIST 325 AFRICAN AMERICAN HISTORY II.** A survey of the African American experience in and contributions to the United States since the end of the Civil War. (3)

**HIST 333 NORTH CAROLINA HISTORY.** A study of the key events and developments that have shaped the history of the state. (3)

**HIST 340 COLONIAL AMERICA, 1500-1775.** A detailed study of the American colonial experience from the late fifteenth century to the eve of the American Revolution. (3)

**HIST 350 THE EMERGING NATION, 1776-1899.** An in-depth analysis of the growth of the American Republic from the Revolution until the end of the nineteenth century. (3)

**HIST 360 TWENTIETH CENTURY AMERICA.** A close examination of the events and developments that led to the United States' status as a world economic and military superpower. (3)

**HIST 400 AMERICAN ENVIRONMENTAL HISTORY.** A survey of the interaction between humans and nature from pre-European and African contact to the present. (3)

**HIST 410 INTRODUCTION TO PUBLIC HISTORY.** A survey of non-academic careers available to history majors including historic preservation, archival management, museum, historical archaeology, historical publications, and historic site programs. (3)

**HIST 420 AMERICAN URBAN HISTORY.** Examines the forces that caused the United States to evolve from a predominantly rural to an overwhelmingly urban nation. (3)

**HIST 440 METHODS OF HISTORICAL RESEARCH.** An introduction to the theory and methods of historical inquiry including exploring and evaluating library, archival, and electronic source materials. Prerequisites: HIST 360 (3)

**HIST 441 SEMINAR IN AMERICAN HISTORY.** A capstone course for history majors in which students will learn and apply the fundamentals of historical writing and the skills learned in HIST 440 to the production of a major research paper required for completion of the history major. Prerequisites: HIST 440 (3)

**IHS 100 ENVIRONMENTAL HEALTH.** A survey of the effects of human activities on the environment and the resulting environmental impact on human health. Air pollution, water resources and pollution, solid, hazardous and radioactive waste, vector control and food safety are among topics covered in this course. (3)

**IHS 100L ENVIRONMENTAL HEALTH LABORATORY.** Laboratory sessions will include presentations by guest lectures with expertise in specific course matter, multi-media presentations supportive of lecture topics, locating, searching, retrieving, and analyzing environmental health data, and readings in environmental health. (3 hours per week) Fee required. (1)

**IHS 231 INTRODUCTION TO OCCUPATIONAL SAFETY.** A general survey of occupational safety, including: historical perspectives of workplace safety, the Occupational Safety and Health Act, OSHA policies, safety and health inspections, recognizing accident potential, designing and implementing a safety program, Standards and Codes, machine guarding, lockout/tag out, accident investigation, fire protection, emergency planning, contractor safety, and job hazard analysis. (3)

**IHS 241 FUNDAMENTALS OF INDUSTRIAL HYGIENE – CHEMICAL/BIOLOGICAL STRESSORS.** An introduction to the anticipation, recognition, evaluation and control of workplace chemical and biological stressors. Topics covered include: the historical development of the field of industrial hygiene; regulatory review; guidelines and standards; a review of anatomy and physiology; hazards resulting from exposure to gases, vapors, particulate matter; surveying the workplace; sampling and analysis; biological monitoring; personal protective equipment; ventilation. Prerequisites: MATH 231; CHEM 142, 142L; and IHS 100, 100L. (3)

**IHS 242 LEGAL ASPECTS OF OCCUPATIONAL SAFETY AND HEALTH.** An introduction to occupational safety and health regulations and standards and an in-depth



study of the Occupational Safety and Health Act of 1970. Prerequisites: IHS 231, 241 or concurrence. (2)

**IHS 244 FUNDAMENTALS OF INDUSTRIAL HYGIENE – PHYSICAL STRESSORS.** An introduction to the anticipation, recognition, evaluation and control of workplace physical stressors. Topics covered include: ergonomics and musculo-skeletal disorders; noise, vibration, mechanical and electrical energy, ionizing radiation and non-ionizing radiation, thermal stress, and hypo-/ hyperbaric stress. Prerequisites: IHS 241. (3)

**IHS 250 INDUSTRIAL HYGIENE MEASUREMENTS LABORATORY.** A Laboratory course which concentrates on the calibration and use of industrial hygiene sampling equipment. Exercises include: sampler calibration and sampling methodologies; preparation of calibration standards; measurement techniques for particulate matter, gases and vapors, thermal stress, radiation, noise, and illumination; evaluation of laboratory hoods and local exhaust ventilation measurements; and use and evaluation of Material Safety Data Sheets. Fee required. (4)

**IHS 323 INDUSTRIAL HYGIENE TOXICOLOGY.** The effects of workplace exposure to toxic chemicals. Pathways of entry into the body, the dose-response relationship, acute and chronic effects of exposure, biotransformation mechanisms, the bases of workplace standards, ACGIH Threshold Limit Values<sup>®</sup> and biological standards will be discussed. Prerequisites: IHS 241 and CHEM 341. (3)

**IHS 331 QUANTITATIVE INDUSTRIAL HYGIENE.** This course focuses on calculation methods used in industrial hygiene and covers dimensional analysis, the SI system, industrial hygiene chemistry, air sampling, ventilation, noise, radiation, thermal stress, and statistics. A scientific calculator with statistical functions is required. Prerequisites: IHS 241, CHEM 241 and PHYS 243. (3)

**IHS 341 PROFESSIONAL INTERNSHIP.** An introductory work experience conducted under the auspices of the Industrial Hygiene and Safety Training Program specific to industrial hygiene and safety is provided to the student by an assigned employer. Each student intern must prepare a technical report summarizing the work experience and prepare and present a seminar. An evaluation report will be completed by the employer. Prerequisites: CHEM 342 and IHS 242, 323, and 331. (4)

**IHS 444 CONTROL METHODS IN INDUSTRIAL HYGIENE.** Techniques for the minimization or elimination of worker exposure to toxic materials. Substitution, isolation, and administrative controls will be discussed. Emphasis will be placed on ventilation and personal protective equipment. Prerequisites: IHS 241, 331 and MATH 231. (2)

**IHS 444L CONTROL METHODS LABORATORY.** Measurement techniques for the minimization or elimination of worker exposure to toxic materials. Emphasis will be placed on ventilation evaluation and the design, implementation, and assessment of a



program for the management of personal protective equipment. Prerequisites: IHS 241, 331, and MATH 231. Fee required. (3 hours per week) (1)

**IHS 480 SPECIAL TOPICS.** A course comprising topical and timely issues in occupational and environmental safety and health consisting of presentations by faculty and invited speakers. Topics, in general, will include: current local and national legislative agenda, regulatory activity, technology updates, and other “hot issues.” Presentations are required of students on assigned current issues. Prerequisites: IHS 242, 244, 323, 331, 444, 444L, and BIOL 430. (3)

**INTBU 330 INTRODUCTION TO AFRICAN SOCIETY, COMMERCE AND RESOURCES.** This course is designed to give students a historical and contemporary overview of the political, economic and sociocultural structures found across sub-Saharan Africa, particularly with regard to the Bantu peoples, the most predominant sociolinguistic and ethnic category of people on the African Continent. The common philosophical themes of the Bantu peoples and “survival skills” in Kiswahili, the major language of Africa and the Bantu. A discussion of major cities, production areas, industries and natural resources across sub-Saharan Africa will be presented and incorporated as part of the comparison and contrast of Bantu societies by geographical region. (3)

**INTBU 360 INTERNATIONAL TRADE.** A study of the principles of international trade patterns, theories of absolute and comparative advantage, classical and modern trade theory, tariffs, quotas, non-tariff barriers, and preferential trading arrangements. Prerequisites: ECON 235 and 236. (3)

**INTBU 451 INTERNATIONAL BUSINESS.** This primary objective of this course is to provide an understanding of an international perspective on the part of business managers. Provides an integrative framework for the study of the economic and competitive environment in which international business firms operate, and discusses the impact of these environments upon managerial tasks and decisions. Prerequisites: ECON 235 and 236. (3)

**INTBU 480 GLOBAL RESEARCH.** In this course, students will use the Internet as a primary tool to assist them in researching countries, inclusive of the United States, from variety of criteria and perspective (e.g. demography, economics, contemporary issues, natural resources, etc.). Application software, primarily Microsoft Word, Excel and PowerPoint, will be utilized in the documentation and presentation phases of the research efforts. Prerequisites: CIS 240 and GEO 332. (3)

**INTBU 486 INTERNATIONAL BUSINESS LAW.** The study of legal principles governing international trade, focusing on broad contemporary unifying activities found in international conventions such as the European Economic Community Act, the International Banking Act, and the Carriage of Goods by Sea Act. Prerequisites: INTBU 360. (3)

**INTBU 487 INTERNATIONAL MARKETING.** The study of principles affecting international marketing designed to acquaint students with the growing importance of world marketing in the United States and the strategic issues involved. Prerequisites: BUS 251. (3)

**INTBU 488 INTERNATIONAL COMPARATIVE MANAGEMENT.** The study of corporate management styles of the United States and its major trading partners, and the effects of overseas investments of foreign economies with emphasis on the emerging managerial structures. Prerequisites: INTBU 360. (3)

**INTBU 489 INTERNATIONAL ECONOMIC POLICY.** The study of current economic developments in foreign and United States economic policy. Topics include: international economic aid, trade, the United States' role in the international economy; exchange rate instability; balance of payments problems; and the role of institutions such as World Bank, International Monetary Fund, and GATT. Prerequisites: INTBU 360. (3)

**INTBU 490 SPECIAL TOPICS IN INTERNATIONAL STUDIES.** This capstone course provides an opportunity to demonstrate the knowledge and abilities acquired through prior study. Students do projects and seminar on topics selected on the basis of new and emerging business procedures, technology, and standards of practice in International Business. Evaluation process includes the writing and preparation of business research projects. Prerequisites: BUS 132 and ENGL 290. (3)

**LIS 221 INTERDISCIPLINARY PERSPECTIVES IN THE HUMANITIES.** A multidiscipline study of the humanities in conjunction with other disciplines. The goal of this course is to apply the perspectives of two or more disciplines to problems of current concern in relation to the past. *This course cannot be repeated for additional credit.* Topics will vary. (3)

**MATH 130 INTRODUCTION TO COLLEGE ALGEBRA.** Operations involving fractions, decimals, percents, and signed numbers, equations and inequalities, exponents and radicals, operations with polynomials, factoring, rational expressions, applications. This course is a prerequisite for incoming students needing additional instruction before taking MATH 131. Students must pass this course with a grade of a "C" or better before advancing to MATH 131. (3) (Not applicable to general education or major requirements)

**MATH 131 COLLEGE ALGEBRA.** Sets, functions, graphs, equations, inequalities, exponents, logarithms, progressions, binomial theorem, permutations and combinations, systems of linear equations, matrices and determinants, and mathematical induction. (3)

**MATH 132 FINITE MATHEMATICS.** Recommended for Business and Social Science majors. Probability, elementary statistics, linear programming and use of a graphing calculator. Prerequisites: MATH 131. (3)

**MATH 133 TRIGONOMETRY.** Right triangles, trigonometric functions, graphs, identities, trigonometric equations, and solving triangles. Prerequisites: MATH 131. (3)

**MATH 174 DISCRETE MATHEMATICS.** Binary number system, logic, truth tables, Boolean algebra, logic gates, vectors, matrices, linear equations, probability and statistics, order relations, graphs, graph theory, unstructured data types, and directed gates. Prerequisites: MATH 131. (3)

**MATH 201 INTRODUCTORY STATISTICS.** Descriptive statistics, probability, discrete and continuous random variables, statistical quality control, regression and correlation. The course gives students a working knowledge of statistics. Prerequisites: MATH 131. (3)

**MATH 230 INTRODUCTION TO LOGIC.** Premises and conclusions, deduction and induction, fallacies, propositions and inferences, symbolic logic, paradoxes and methods of deduction. Prerequisites: MATH 131 (3)

**MATH 231 CALCULUS I.** Limits, continuity, derivatives and integrals of algebraic and trigonometric functions, and the Fundamental Theorem of Calculus. Prerequisites: MATH 133. (4)

**MATH 232 CALCULUS II.** Area, volume, and other applications of integration, derivatives and integrals of transcendental functions, techniques of integration. Prerequisites: MATH 231. (4)

**MATH 233 MODERN MATHEMATICS.** Introduction to elementary logic, fundamentals of set theory, problem solving techniques, calculators and computers, introduction to algebra, and introduction to statistics. Prerequisites: MATH 131. (3)

**MATH 290 LINEAR ALGEBRA.** Linear equations, matrices, vectors, linear transformations, determinants, operations with matrices, eigenvalues and applications. Prerequisites: MATH 131. (3)

**MATH 330 MODERN MATH.** This course introduces students to research based methods for learning, teaching, and assessing mathematics, the fundamentals of number theory, calculators, and computers, basic concepts and structures in Geometry, Algebra, Probability and Statistics. This course will focus upon understanding mathematical concepts and developing appropriate lessons and strategies for teaching those concepts to children. Prerequisites: MATH 131. (3)

**MATH 331 CALCULUS III.** Infinite series, Taylor and McLaurin series, Taylor's series, polar coordinates, partial differentiation, multiple integration and applications. Prerequisites: MATH 232. (4)



**MATH 332 INTRODUCTION TO REAL ANALYSIS.** A study of rigorous development of the real number system, sequences and series, sets, limits, continuity and differentiability of functions and the Riemann integral. Prerequisites: MATH 331. (3)

**MATH 334 MODERN ALGEBRA.** Sets, relations and functions, number systems, groups, rings, fields, polynomials over a field, and linear algebra. Prerequisites: MATH 290. (3)

**MATH 335 MODERN GEOMETRY.** Review of basic Euclidean and Analytic Geometry. Geometric transformations, fractal geometry, introduction to non-Euclidean geometries, and topological transformations. Prerequisites: MATH 331. (3)

**MATH 338 DIFFERENTIAL EQUATIONS.** Methods of solutions of ordinary differential equations, applications, solution by series. Prerequisites: MATH 331. (3)

**MATH 425 MATHEMATICS SEMINAR.** Recommended for mathematics majors during the second semester of their senior year. Discussion of topics on the modern developments in mathematics not normally covered in the undergraduate program. Problem solving techniques, test-taking skills and critical thinking will be emphasized. Prerequisites: Consent of Instructor. (1)

**MATH 433 PROBABILITY AND STATISTICS.** Focusing on the logical development of the framework of mathematical statistics, this course deals with exploratory data analysis techniques, probability, discrete and continuous probability distributions, sampling, estimation, hypothesis testing, confidence methods, and regression analysis. Prerequisites: MATH 232. (3)

**MATH 435 STATISTICAL INFERENCE.** This course introduces some of the basic concepts and techniques of statistical inference that are applied to various fields; point and interval estimation of popular parameters; hypothesis testing, including the use of T, X, and F tables. Simple linear regression and correlation. Prerequisites: MATH 433. (3)

**MATH 450 SPECIAL TOPICS IN INDUSTRIAL MATHEMATICS.** Solutions to real-world problems from industry. Mathematical modeling and interpretation of results. Various models from a wide range of applications will be studied. Models may include the use of statistics and differential equations. Major topics and issues in industrial mathematics to be chosen by the instructor. Prerequisites: MATH 201, 290 and 338. (3)

**MATH 495 SENIOR MATH RESEARCH I.** Supervised introductory research principles with departmental consent. Reports required. Prerequisites: MATH 338. Fee required. (3)

**MATH 496 SENIOR MATH RESEARCH II.** Supervised research project with departmental consent. Research paper required. Prerequisites: MATH 495. Fee required. (3)



**MS 101 FOUNDATIONS OF OFFICERSHIP.** Make your first new peer group at College one committed to performing well and enjoying the experience. Increase self-confidence through team study and activities in basic drill, physical fitness, rappelling, leadership reaction course, first aid, making presentations and basic marksmanship. Learn fundamental concepts of leadership in a profession in both classroom and outdoor laboratory environments. One-hour and a required leadership lab, MS101L, plus optional participation in a one hour session for physical fitness. Participation in a weekend exercise is optional, but highly encouraged (and fun!). **Open to all Students.** Fee required (2)

**MS 101L, 102L, 201L and 202L LEADERSHIP LABORATORY.** Open only to (and required of) students in the associated Military Science course. Series, with different roles for students at different levels in the program. Learn and practice basic skills. Gain insight into Advanced Course in order to make an informed decision whether to apply for it. Build self-confidence and team-building leadership skills that can be applied throughout life.

**MS 102 BASIC LEADERSHIP.** Learn/apply principles of effective leadership. Reinforce self-confidence through participation in physically and mentally challenging exercises with upper division ROTC students. Develop communication skills to improve individual performance and group interaction. Relate organizational ethical values to the effectiveness of a leader. One-hour and a required leadership lab, MS102L, plus optional participation in a one hour session for physical fitness. Participation in a weekend exercise is optional, but highly encouraged. **Open to all Students.** Fee required (2)

**MS 201 INDIVIDUAL AND LEADERSHIP STUDIES.** Learn/apply ethics-based leadership skills that develop individual abilities and contribute to the building of effective teams of people. Develop skills in oral presentations, writing concisely, planning of events, and coordination of group efforts, advanced first aid, land navigation and basic military tactics. Learn fundamentals of ROTC's Leadership Development Program. Two hours and a required leadership lab, MS201L, plus required participation in a two one-hour sessions for physical fitness. Participation in a weekend exercise is optional, but highly encouraged. **Open to all Students.** Fee required (2)

**MS 202 LEADERSHIP AND TEAMWORK.** Introduction to individual and team aspects of military tactics in small unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security and methods of pre-execution checks. Practical exercises with upper division ROTC students. Learn techniques for training others as an aspect of continued leadership development. Two hours and a required leadership lab, MS202L, plus required participation in two one-hour sessions for physical fitness. Participation in a weekend exercise is optional, but highly encouraged. **Open to all Students.** Fee required (2)

**MS 210 LEADERS TRAINING COURSE.** A six-week summer camp conducted at an Army post. The student receives pay. Travel, lodging and the Army defrays most

meal costs. The environment is rigorous, and is similar to Army Basic Training. No military obligation incurred. Open only to students who have not taken all four of MS 101, 102, 201 and 202, and who pass a physical examination (paid for by ROTC). Completion of MS 210 qualifies a student for entry into the Advanced Course. Three different cycles offered during the summer, but the Army limits spaces. Candidates can apply for a space any time during the school year prior to the summer. (6)

**MS 301 LEADERSHIP AND PROBLEM SOLVING.** Series of practical opportunities to lead small groups, receive personal assessments and encouragement, and lead again in situations of increasing complexity. Uses small unit defensive tactics and opportunities to plan and conduct training for lower division students both to develop such skills and as vehicles for practicing leading. Three hours and a required leadership lab, MS301L, plus required participation in three one-hour sessions for physical fitness. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation. Prerequisites: Successful completion of Basic Course requirements. Fee required. (3)

**MS 301L, 302L, 401L and 402L ADVANCED COURSE LEADERSHIP LABORATORIES.** Open only to students in the associated Military Science course. Series, with different roles for students at different levels in the program. Involves leadership responsibilities for the planning, coordination, execution and evaluation of various training and activities with Basic Course students and for the ROTC program as a whole. Students develop, practice and refine leadership skills by serving and being evaluated in a variety of responsible positions.

**MS 302 LEADERSHIP AND ETHICS.** Continues methodology of MS 301. Analyze tasks; prepare written or oral guidance for team members to accomplish tasks. Delegate tasks and supervise. Plan for and adapt to the unexpected in organizations under stress. Examine and apply lessons from leadership case studies. Examine importance of ethical decision making in setting a positive climate that enhances team performance. Three hours and a required leadership lab, MS 302L, plus required participation in three one-hour sessions for physical fitness. Participation in one weekend exercise is required; two other weekend exercises optional. Prerequisites: Successful Completion of MS 301. Fee required (3)

**MS 310 NATIONAL ADVANCED LEADERSHIP CAMP.** A five-week camp conducted at an Army post. Only open to (and required of) students who have completed MS 301 and 302. The student receives pay. Travel, lodging and the U.S. Army defrays most meal costs. The Advanced Camp environment is highly structured and demanding, stressing leadership at small unit levels under varying, challenging conditions. Individual leadership and basic skills performance are evaluated throughout the camp. Although this course is graded on a Pass/Fail basis only, the leadership and skills evaluations at the camp weigh heavily in the subsequent selection process that determines the type commission and job opportunities given to the student upon graduation from ROTC and the University. Prerequisites: MS 301 and 302. Cadets will put into practice the leadership, tactical and soldier skills learned in the classroom and lab. (6)

**MS 401 LEADERSHIP AND MANAGEMENT.** Plan, conduct and evaluate activities of the ROTC cadet organization. Articulate goals; put plans into action to attain them. Assess organizational cohesion and develop strategies to improve it. Develop confidence in skills to lead people and manage resources. Learn/apply various Army policies and programs in this effort. Three hours and a required leadership lab, MS401L, plus required participation in three one-hour sessions for physical fitness. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation. Prerequisites: Successful Completion of MS 302. Fee required (3)

**MS 402 OFFICERSHIP.** Continues the methodology from MS 401. Identify and resolve ethical dilemmas. Refine counseling and motivating techniques. Examine aspects of tradition and law as relate to leading as an officer in the Army. Prepare for a future as a successful Army lieutenant. Three hours and a required leadership lab, MS402L, plus required participation in three one-hour sessions for physical fitness. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation. Fee required (3)

**MS 432 SURVEY OF MILITARY HISTORY.** A performance-based information program designed to examine the lessons of history and apply the lessons to the treatment of contemporary military problems. This objective is accomplished by presenting students an historic survey of warfare and the relationship between the soldier and the state. Required for Commissioning. (3)

**MUSIC 102, 202, 302, 402 INSTRUMENTAL ENSEMBLE.** Designed to provide experiences in small combinations of orchestral and band instruments. This course will provide instrumentalists with special opportunities to grow through small ensemble performances. This course may be repeated at each level one additional time for credit. Prerequisites: Permission of Instructor. Fee required (½)

B-Brass Ensemble  
P-Pep Band

D-Percussion Ensemble  
W-Woodwinds Ensemble

J-Jazz Ensemble

**MUSIC 111 CLASS PIANO.** Designed to meet the needs of Elementary Education majors as well as music majors and students who pursue a concentration in music and who have little to no previous experience at the piano. An introduction to music reading as related to the keyboard, five finger hand positions and transpositions, primary chords in various positions, basic scales in ascending and descending order for one octave and the use of the pedals. Fee required (1)

**MUSIC 112 INDIVIDUAL INSTRUMENT.** Applied study of solo literature for band or orchestral instruments. A student majoring in music education will choose an instrument as his/her major performing medium. Seven to eight hours on one instrument constitutes the minimum requirement to major in that instrument. This course may be



repeated one additional time for credit. Prerequisites: Permission of Instructor. Fee required (1)

112A -Flute	112B-Oboe	112C-Bassoon	112D-Clarinet
112E-Saxophone	112F-Percussion	112G-Trumpet	112H-French Horn
112I-Trombone	112J-Euphonium	112K-Tuba	112L-Violin
112M-Viola	112N-Violoncello	112O-Double Bass	

**MUSIC 113A CLASS VOICE.** (Music majors). A sequence of study in voice building, voice placement, breathe control, diction, and expressive singing. Emphasis will be placed on the ability to detect vocal problems as well as on the vocal mechanism - its problems and cures. The class will use English and Italian Art Songs. Fee required (1)

**MUSIC 113B CLASS VOICE.** (Non-Music majors). A sequence of study in voice building, voice placement, breathe control, diction, and expressive singing. Fee required (1)

**MUSIC 114 INDIVIDUAL PIANO.** Instruction in piano offered to meet the needs of the individual student at the various stages of his/her achievement. Emphasis is placed on acquiring suitable technique and a repertory of standard piano selections, representing the Baroque, Classical, Romantic and Modern schools, according to the ability of the student. Materials include a study of major and minor scales; arpeggios in major keys; appropriate studies by such composers as Czerny, Heller and Burgmuller; Two-Part Inventions by Bach; Sonatinas by Clementi and Kuhlau; and the easier compositions of Chopin and Schumann. This course may be repeated one additional time for credit. Prerequisites: Admission by Instructor's approval. Fee required (1)

**MUSIC 115 INDIVIDUAL VOICE.** Includes instruction in voice placement, breath control, free emission of vowels and consonants, vocalizing interpretation of folk songs, art songs, and other standard vocal literature of the Baroque, Classical, Romantic, and Modern Schools, according to the ability of the student. Materials for the first year of study are taken from the easy secular and sacred songs of English and Old Italian literature. This course may be repeated one additional time for credit. Prerequisites: Admission by Instructor's approval. Fee required (1)

**MUSIC 116 INDIVIDUAL ORGAN.** Foundation teaching in organ playing, based on pedal studies, trios, hymns and representative works from the Baroque, Classical, Romantic, and Modern Schools. The student is prepared for church work. This course may be repeated one additional time for credit. Prerequisites: MUSIC 114 and Approval of Instructor. Fee required (1)

**MUSIC 117 COLLEGE CHOIR.** The study and performance of selected sacred and secular choral literature of all periods. Emphasis is placed on the development of reading skills, basic vocal technique, and interpretation of musical scores. This course is open to any student meeting eligibility requirements of the director. This course may be repeated one additional time for credit. Fee required (½)



**MUSIC 118 GOSPEL CHOIR.** The study and performance of selected gospel choral literature used for contemporary sacred worship. This course is open to any student meeting eligibility requirements of the director. This course may be repeated one additional time for credit. Fee required (½)

**MUSIC 119 COLLEGE BAND.** All music majors are encouraged to gain experience in instrumental music through membership in the band. This course is open to any student meeting eligibility requirements of the director. This course may be repeated one additional time for credit. Fee required (½)

**MUSIC 120 FUNDAMENTALS OF MUSIC.** Designed for music majors who show deficiency in the basic knowledge and skills of music theory. All rudiments of music requisite to serious study of music theory will be introduced. Majors in music must pass this course with a minimum grade of "B" and pass the music theory placement examination before proceeding to Elementary Harmony 131-132. Fee required (2)

**MUSIC 121 MUSIC SKILLS I:** An Introduction to Applied Principles. Emphasis will be placed upon hearing pitches accurately and singing and writing of rhythms and pitches associated with solfege syllables and standard music notation. (1)

**MUSIC 122 MUSIC SKILLS II.** Principles of applied musicianship utilized to perform actual musical compositions in a variety of styles and idioms. Prerequisites: MUSIC 121. (1)

**MUSIC 131 MUSIC THEORY I.** Covers the fundamentals of music theory necessary for the successful completion of Music 132. It includes the study of scale and chord formation, formation and recognition of melodic and harmonic intervals, I, IV, I, and V7, chords and inversions, transposition, meter and rhythmic counting. Emphasis will be placed on the study of all keys, major and minor. (3 contact hours weekly) Prerequisites: (2)

**MUSIC 132 MUSIC THEORY II.** A continuation of Music Theory I with the introduction of passing tones and seventh chords with their inversions. Harmonization of melodies, figured, and unfigured basses. Credit may be received by test at the freshman level. (3 contact hours weekly). Prerequisites: MUSIC 131. (2)

**MUSIC 135 MUSIC APPRECIATION.** A non-technical course for students with limited musical background which emphasizes the style and form of music as perceived by the listener. (3)

**MUSIC 211 CLASS PIANO.** Continuation of skills and concepts developed in Music 111 with scales for two octaves and chord progressions with secondary and seventh chords, and simple melodic harmonization. Prerequisites: MUSIC 111. Fee required (1)

**MUSIC 212 INDIVIDUAL INSTRUMENT.** A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUSIC 112. Fee required (1)

212A -Flute	212B-Oboe	212C-Bassoon	212D-Clarinet
212E-Saxophone	212F-Percussion	212G-Trumpet	212H-French Horn
212I-Trombone	212J-Euphonium	212K-Tuba	212L-Violin
212M-Viola	212N-Violoncello	212O-Double Bass	

**MUSIC 213 CLASS VOICE.** (music majors and minors). Advanced study of the teaching of vocal technique in choral and solo literature. The class will be structured as a clinic and will utilize vocal and choral literature from the various periods of music history. Prerequisites: MUSIC 113 Fee required (1)

**MUSIC 214 INDIVIDUAL PIANO.** A continuation of Music 114. Major and minor scales in quarter and eighth notes; selected studies from Czerny, Heller, Burgmuller, and others; selections from "Little Preludes and Fugues" by Bach; selected compositions by Classical, Romantic, and Modern composers. This course may be repeated one additional time for credit. Prerequisites: MUSIC 114. Fee required (1)

**MUSIC 215 INDIVIDUAL VOICE.** A continuation of Music 115, including technical studies in breathing, posture, diction, and the development of range and expressiveness. Materials on this level include easy oratorio literature as well as the songs and arias of Bach, Handel, and Haydn in English and Italian song literature. This course may be repeated one additional time for credit. Prerequisites: MUSIC 115. Fee required (1)

**MUSIC 216 INDIVIDUAL ORGAN.** A continuation of Music 116, including technical studies and repertoire from all stylistic periods. This course may be repeated one additional time for credit. Prerequisites: MUSIC 116. Fee required (1)

**MUSIC 217 COLLEGE CHOIR.** The study and performance of selected sacred and secular choral literature of all periods. Emphasis is placed on the development of reading skills, basic vocal technique and interpretation of musical scores. This course is open to any student meeting eligibility requirements of the director. This course may be repeated one additional time for credit. Prerequisites: MUSIC 117. Fee required (½)

**MUSIC 218 GOSPEL CHOIR.** The study and performance of selected gospel choral literature used for contemporary sacred worship. This course is open to any student meeting eligibility requirements of the director. This course may be repeated one additional time for credit. Prerequisites: MUSIC 118. Fee required (½)

**MUSIC 219 COLLEGE BAND.** All music majors are encouraged to gain experience in instrumental music through membership in the band. This course is open to any student meeting eligibility requirements of the director. This course may be repeated one additional time for credit. Prerequisites: MUSIC 119. Fee required (½)

**MUSIC 221 MUSIC SKILLS III.** Chromatics and irregular rhythms will be introduced. Dictation and other written exercises will supplement performance. Students are expected to demonstrate increased independence in sight-reading musical scores without the aid of a pitch source. Prerequisites: MUSIC 121 and 122. (1)

**MUSIC 222 MUSIC SKILLS IV.** Music in the 19th and 20th century harmonic idioms will be used for sight-reading and dictation exercises. Final assignments must be performed before music faculty as part of final applied examinations. Prerequisites: MUSIC 221. Spring (1)

**MUSIC 223 CLASS INSTRUMENT.** (Percussion) Basic Fundamentals and actual playing experience on the percussion instruments. Special emphasis will be given to the study of drum rudiments and those techniques essential to other percussion instruments. Prerequisites: MUSIC 132. Fee required (1)

**MUSIC 224 CLASS INSTRUMENT.** (Woodwinds) Basic fundamentals and actual playing experience on instruments of the woodwind family; designed so that the student will know the basic fingerings, care and adjustment of the instrument, a knowledge of the mouthpiece, and an understanding of the proper embouchure for performance. Special emphasis will be directed toward the production of proper tone quality. Prerequisites: MUSIC 132. Fee required (1)

**MUSIC 225 CLASS INSTRUMENT.** (Brass) Basic fundamentals and actual playing experience on instruments of the brass family; designed so that the student will learn the basic fingering, care and adjustment of the instrument, and acquire a knowledge of the mouthpiece and an understanding of the performance of these instruments. Special emphasis will be directed toward the production of proper tone quality. Prerequisites: MUSIC 132. Fee required (1)

**MUSIC 226 CLASS INSTRUMENT.** (Strings) Basic fundamentals and actual playing experience on the string instruments. Special emphasis will be given to bowing, fingering positions and other unique characteristics of the string family. Prerequisites: MUSIC 121. Fee required (1)

**MUSIC 227 CONDUCTING TECHNIQUES.** The study of procedures, techniques and problems pertinent to the conducting of vocal and instrumental ensembles. Laboratory experience is gained in the band, choir and other ensembles, as well in the conducting classes. Prerequisites: MUSIC 222 and 232. (1)

**MUSIC 228 CHORAL CONDUCTING AND LITERATURE.** A continuation of Music Conducting Techniques with emphasis upon practical applications. Provides more specialized training for vocal/choral music education majors. Prerequisites: MUSIC 227. (1)

**MUSIC 229 INSTRUMENTAL CONDUCTING AND LITERATURE.** A continuation of Conducting Techniques with emphasis upon practical applications.



Provides more specialized training for instrumental music education majors. Prerequisites: MUSIC 227. (1)

**MUSIC 231 MUSIC THEORY III.** Study of harmonic progression in the major and minor modes and rules of usual and exceptional voice leading, using the chorale settings of J.S. Bach as models. All non-harmonic tones will be studied. Triads and seventh chords (dominant and non-dominant) in all inversions. Prerequisites: MUSIC 132. (2)

**MUSIC 232 MUSIC THEORY IV.** Study of ninth, eleventh, and thirteenth chords. Chromatic harmony will include the study of borrowed chords from minor and major, the Neapolitan sixth, the augmented sixths, secondary dominants and other chromatically altered chords. Elementary and advanced modulation practices will be studied. Prerequisites: MUSIC 231. (2)

**MUSIC 237 MEDIEVAL AND RENAISSANCE HISTORY AND LITERATURE.** Survey of representative works from the early Christian era to 1500. (2)

**MUSIC 238 MUSIC AND WORLD CULTURES.** A comparative study of music from selected non-western traditions. (2)

**MUSIC 241 CHAMBER ENSEMBLE LITERATURE.** Introduces students to the instructional functions served by small ensemble performances and provide references for further study. Spring (1)

**MUSIC 242 MARCHING BAND TECHNIQUES.** Prepares instrumental music education majors to direct the preparation of marching band performances. (1)

**MUSIC 243 DICTION I.** Introduces vocal majors to Latin, Italian, and English diction for singers. (1)

**MUSIC 244 DICTION II.** Continues instruction in English diction and introduce French and German diction for singers. Prerequisites: MUSIC 243 (1)

**MUSIC 245 JAZZ IMPROVISATION I.** Provides an introduction to the basic principles of jazz improvisation; practical study of scales, patterns, and chord progressions; and major style developments in the tradition of jazz. This course may be repeated two additional time for credit. Fee required (1)

**MUSIC 246 JAZZ IMPROVISATION II.** Continuation of the basic principles of jazz improvisation; practical study of scales, patterns, and chord progressions; and major style developments in the tradition of jazz. Prerequisites: MUSIC 245 Fee required (1)

**MUSIC 251 PEDAGOGY I.** Provides prospective teachers of applied music with theories and practical experiences in the techniques of teaching. Fee required (1)

251A-Flute

251B-Oboe

251C-Bassoon



251D-Clarinet	251E-Saxophone	251F-Percussion
251G-Trumpet	251H-French Horn	251I-Trombone
251J-Euphonium	251K-Tuba	251L-Violin
251M-Viola	251N-Violoncello	251O-Double Bass
251P-Piano	251Q-Organ	251V-Voice

**MUSIC 252 PEDAGOGY II.** Continues exposure to theories of applied music instruction, but place increasing emphasis upon practical teaching experiences. Fee required (1)

252A-Flute	252B-Oboe	252C-Bassoon
252D-Clarinet	252E-Saxophone	252F-Percussion
252G-Trumpet	252H-French Horn	252I-Trombone/Baritone
252J-Euphonium	252K-Tuba	252L-Violin
252M-Viola	252N-Violoncello	252O-Double Bass
252P-Piano	252Q-Organ	252V-Voice

**MUSIC 311 CLASS PIANO.** Introduction of simple solos and continuing harmonization of folk melodies with various types of accompaniments. Prerequisites: MUSIC 211. Fee required (1)

**MUSIC 312 INDIVIDUAL INSTRUMENT.** A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUSIC 212. Fee required (1)

312A -Flute	312B-Oboe	312C-Bassoon	312D-Clarinet
312E-Saxophone	312F-Percussion	312G-Trumpet	312H-French Horn
312I-Trombone	312J-Euphonium	312K-Tuba	312L-Violin
312M-Viola	312N-Violoncello	312O-Double Bass	

**MUSIC 314 INDIVIDUAL PIANO.** A continuation of Music 214. Technical work is continued and compositions studied may include a sonata by Haydn, Mozart, or Beethoven; "Songs Without Words" by Mendelssohn; "Three Part Inventions" by Bach; selected preludes and fugues from the "Well Tempered Clavier by Bach; and selections by twentieth century composers. Fee This course may be repeated one additional time for credit. Prerequisites: MUSIC 214. Fee required (1)

**MUSIC 315 INDIVIDUAL VOICE.** A continuation of MUSIC 215, including technical studies and the study of arias and art songs in English, Italian, German, and/or French of increasing range and difficulty. Prerequisites: Consent of instructor. This course may be repeated one additional time for credit. Prerequisites: MUSIC 215. Fee required (1)

**MUSIC 316 INDIVIDUAL ORGAN.** A continuation of MUSIC 216 in technical studies and repertoire. Representative works from all periods are studied. This course

may be repeated one additional time for credit. This course may be repeated one additional time for credit. Prerequisites: MUSIC 216. Fee required (1)

**MUSIC 317 COLLEGE CHOIR.** The study and performance of selected sacred and secular choral literature of all periods. Emphasis is placed on the development of reading skills, basic vocal technique and interpretation of musical scores. This course is open to any student meeting eligibility requirements of the director. This course may be repeated one additional time for credit. Prerequisites: MUSIC 217. Fee required (½)

**MUSIC 318 GOSPEL CHOIR.** The study and performance of selected gospel choral literature used for contemporary sacred worship. This course is open to any student meeting eligibility requirements of the director. This course may be repeated one additional time for credit. Prerequisites: MUSIC 218. Fee required (½)

**MUSIC 319 COLLEGE BAND.** All music majors are encouraged to gain experience in instrumental music through membership in the band. This course is open to any student meeting eligibility requirements of the director. This course may be repeated one additional time for credit. Prerequisites: MUSIC 219. Fee required (½)

**MUSIC 323 COMPOSITION.** Provides a basic understanding of the educational and creative value of electronic compositional procedures. In addition to the reviewing of representative literature, the course will require the student to compose concrete and other various sound sources. Prerequisites: MUSIC 232 and/or Permission of the Instructor. (3)

**MUSIC 325-326 SURVEY OF AFRICAN AMERICAN MUSIC.** Fall session introduces the heritage of African-American music that remains central to the American cultural fabric. African origins, slave traditions, concert music by black composers, jazz, and popular idioms are discussed and supplemented with listening assignments. Spring session is a survey of selected world music cultures, including African, African-American, Native American, East European, and Indian traditions. (3)

**MUSIC 328 COMMERCIAL PERFORMING SKILLS.** Provides functional foundation for playing chords and diverse voicing with selected melodic structures. Reading charts will be emphasized. May be repeated for credit. (2)

**MUSIC 329 COMMERCIAL MUSIC ARRANGING.** Techniques, methods, and materials used in arranging traditional and original music for commercial purposes are illustrated and discussed. Musical arrangements prepared for professional recording sessions are studied and analyzed. The practicum includes the preparation of arrangements for studio recording. Prerequisites: MUSIC 232 and 341. (2)

**MUSIC 331 COMPUTER TECHNOLOGY FOR MUSICIANS.** Introduces students to general and particular applications of technology to research and education in music. Fee required. (3)

**MUSIC 333 JUNIOR RECITAL.** All music majors are required to perform in a public recital during the junior year. Prerequisites: Junior level in Applied Music. Fee required (½)

**MUSIC 334 PUBLIC SCHOOL MUSIC.** Required of prospective elementary school teachers, a music course that emphasizes the application of educational principles and other views of educational thought, methods, materials and musical experiences (listening, singing, movement, etc.) and activities for teaching music on the elementary level. (3)

**MUSIC 335 MUSIC SEMINAR.** Presents a variety of music topics not usually discussed in classes in the prescribed curriculum. The topic may be chosen from the music literature of the present as well as the past. The purpose of these activities is to enrich and broaden the musical experiences of the students through practical performances. May be repeated once for credit. Required of all music majors. (0)

**MUSIC 337 BAROQUE AND CLASSICAL HISTORY AND LITERATURE.** Survey of Literature from the Period 1500-1800. (2)

**MUSIC 338 ROMANTIC AND 20TH CENTURY HISTORY AND LITERATURE.** A Survey of Music from 1800 through the Present. (2)

**MUSIC 341 INSTRUMENTAL AND CHORAL ARRANGING.** A shared course devoted to the devices and techniques of arranging for various instrumental and choral ensembles. Study of some standard instrumental and choral scores. Designed for music education majors and others generally interested in composition and arranging. Prerequisites: MUSIC 232. (2)

**MUSIC 411 INTRODUCTION TO ELECTRONIC TECHNOLOGY.** An introduction to musical applications of digital technology. Prerequisites: MUSIC 311. Fee required (1)

**MUSIC 412 INDIVIDUAL INSTRUMENT.** A continuation of the study of solo literature for orchestral and band instruments in preparation for the senior recital. This course may be repeated one additional time for credit. This course may be repeated one additional time for credit. Prerequisites: MUSIC 312. Fee required (1)

412A -Flute	412B-Oboe	412C-Bassoon	412D-Clarinet
412E-Saxophone	412F-Percussion	412G-Trumpet	412H-French Horn
412I-Trombone	412J-Euphonium	412K-Tuba	412L-Violin
412M-Viola	412N-Violoncello	412O-Double Bass	

**MUSIC 414 INDIVIDUAL PIANO.** Continuation of MUSIC 314. This course may be repeated one additional time for credit. Prerequisites: MUSIC 314. Fee required (1)



**MUSIC 415 INDIVIDUAL VOICE.** Provides advanced vocal techniques and literature. This course may be repeated one additional time for credit. Prerequisites: MUSIC 315. Fee required (1)

**MUSIC 416 INDIVIDUAL ORGAN.** A continuation of MUSIC 316 in technical studies and repertoire. This course may be repeated one additional time for credit. Prerequisites: MUSIC 316. Fee required (1)

**MUSIC 417 COLLEGE CHOIR.** The study and performance of selected sacred and secular choral literature of all periods. Emphasis is placed on the development of reading skills, basic vocal technique and interpretation of musical scores. This course is open to any student meeting eligibility requirements of the director. This course may be repeated one additional time for credit. Prerequisites: MUSIC 317. Fee required (½)

**MUSIC 418 GOSPEL CHOIR.** The study and performance of selected gospel choral literature used for contemporary sacred worship. This course is open to any student meeting eligibility requirements of the director. This course may be repeated one additional time for credit. Prerequisites: MUSIC 318. Fee required (½)

**MUSIC 419 COLLEGE BAND.** All music majors are encouraged to gain experience in instrumental music through membership in the band. This course is open to any student meeting eligibility requirements of the director. This course may be repeated one additional time for credit. Prerequisites: MUSIC 319. Fee required (½)

**MUSIC 423 INTRODUCTION TO CHURCH MUSIC.** Function of the keyboards, the choir and the clergy in the church service. Sacred music will be studied in relation to the liturgy. Prerequisites: Consent of the instructor. (2)

**MUSIC 429 INDEPENDENT STUDIES.** Provides an opportunity for students to pursue directed study, upon the approval of faculty. Because much of music instruction is necessarily adapted to strengths and needs of individual students, this course is designed to meet, at the advanced level, specialized needs, which have been identified through the advisement process. (3)

**MUSIC 433 SENIOR MUSIC RECITAL.** All music majors with concentrations in Pedagogy or Church Music are required to present either a joint or solo recital during the senior year in the medium of the major concentration. This will be considered as the eighth semester hour in the applied music area. The recital may be presented before the public or before departmental faculty. Fee required. (1)

**MUSIC 437 SURVEY OF CONTEMPORARY POPULAR MUSIC.** Covers a variety of musical styles, including jazz, rhythm and blues, gospel, rock, and standard-popular and country western. Evaluation of performance in the various styles is a prime objective. Emphasis is placed on listening to selected recording; aural analysis and comparative discussions of the various styles are a prime objective. Emphasis on



listening to selected recordings, aural analysis and comparative discussions of the various style characteristics. (2)

**MUSIC 441 STUDIO RECORDING TECHNIQUES I.** Provides theoretical and practical experience in techniques of sound productions, recording microphones, taping and board equipment. Proper techniques associated with the use of multi-track recording equipment and allied hardware will be applied. Prerequisites: MUSIC 411 and/or Permission by instructor. (3)

**MUSIC 442 STUDIO RECORDING TECHNIQUES II.** Continuation of Studio Recording Techniques I. In addition to the further development of traditional recording procedures, computer applications will be explored. Prerequisites: MUSIC 441 (3)

**MUSIC 443 SPECIAL TOPICS IN MUSIC INDUSTRY.** Covers the legal and ethical aspects of the music industry, including copyrights, contracts and union and labor laws as these relate to the music and entertainment business. Prerequisites: MUSIC 328, 329, 331, and 437. (3)

**MUSIC 444 INTERNSHIP IN MUSIC INDUSTRY/ARTS MANAGEMENT.** Provides supervised activities in the arts through work in public and private businesses and organizations. This normally provides continuous, ongoing interactions with the business aspects of music. Prerequisites: Senior Level and Administrative approval. (6)

**ORGD 415 GROUP AND ORGANIZATIONAL BEHAVIOR.** This course is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision-making and resolving conflict in groups. Adult learners develop strategies for efficient and productive group management and determine which tasks are handled by groups or individuals. [Gateway Adult Learning Program] (3)

**ORGD 425 ORGANIZATIONAL COMMUNICATION.** This course investigates communication and relationships in creating a productive work environment. Effectiveness in personal and social relationships is also covered through readings and exercises involving nonverbal communication, constructive feedback, dealing with anger, and resolving conflict. [Gateway Adult Learning Program] (3)

**ORGD 435 ORGANIZATIONAL CONCEPTS.** Adult learners examine the formal and informal functions of organizations and analyze an agency or organization based on a systems model. Adult learners will also analyze and solve organizational problems using a step-by-step methodology. This analysis will be applied to adult learners' work-related independent study projects. [Gateway Adult Learning Program] (3)

**ORGD 445 HUMAN RESOURCE ADMINISTRATION.** Adult learners explore the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices of recruitment, selection, training, development and compensation of employees. Special attention is given to Equal Opportunity and Office

of Safety and Health Administration legislation through a series of case studies and simulations. [Gateway Adult Learning Program] (3)

**ORGD 455 PERSONAL VALUES AND ORGANIZATIONAL ETHICS.** Several major ethical theories are reviewed. Adult learners are asked to examine personal values through readings and workplace analysis to formulate a management philosophy incorporating business ethics, government accountability, human rights, and a responsible lifestyle in the contemporary world. [Gateway Adult Learning Program] (3)

**ORGD 465 ACTION RESEARCH PROJECT.** The Action Research project is a major research effort designed to enhance knowledge in an area related to one's work or community and provide research skills to assist in effective decision-making. The adult learner completes a research project related to his/her employment environment. Statistical analysis concepts and methods assist the adult learner in identifying a topic, collecting data, and measuring results. A college facilitator monitors the progress of the independent study, and an on-site contact makes certain that the adult learner devotes at least 200 clock hours to the project. An oral report of project findings is given by each adult learner in this semester. [Gateway Adult Learning Program] (5)

**PE 101 WELLNESS CONCEPTS.** This course is geared towards helping the students to take charge of their life through an understanding of and introduction to wellness practices and personal development. A team teaching approach is used to provide knowledge and understanding of the various components of overall fitness and wellness, and to develop practices that will lay the foundation for students to develop a wellness attitude. A special session on AIDS and HIV will be covered. Instruction on how to identify and assess one's own risk factors and develop solutions will be given. (1)

**PE 102-116.** Required PE courses may only be taken from those listed PE 102-116. Students are not permitted to enroll in the same course numbers and activities more than one (1) time in meeting their course requirements in the required Physical Activity program.

**PE 102 BASEBALL.** This team sport is geared to the interests and needs of the students. This course deals with all aspects of the sport of baseball as an activity geared toward team play. Fee required. (½)

**PE 103 SOFTBALL.** This course deals with basic knowledge, techniques, and the practice of the fundamental skills of softball. Fee required. (½)

**PE 104 VOLLEYBALL.** This course covers the fundamental knowledge, techniques, and practical skills of volleyball as a team sport. Fee required. (½)

**PE 105 BASKETBALL.** This team sport activity deals with fundamental skills, techniques, knowledge and participation in basketball as a team sport. Fee required. (½)

**PE 106 GYMNASTICS, TUMBLING AND TRAMPOLINE.** This course is planned for the development of basic knowledge, techniques and fundamental skills for stunts and tumbling. Fee required. (½)

**PE 107 BADMINTON.** This course covers the fundamental skills and knowledge of the sport. This course deals with participation and activity as an individual and team sport. Fee required. (½)

**PE 109 TRACK AND FIELD.** This course covers the basic knowledge, practices, techniques, and fundamentals of track and field. Fee required. (½)

**PE 110 GOLF.** This course deals with the fundamental skills, knowledge, techniques, history, strategies, terminology, and participation of the sport. Fee required. (½)

**PE 110A BOWLING.** This course covers the basic knowledge, techniques, and practices of the fundamental skills of bowling. Fee required. (½)

**PE 111 FLAG FOOTBALL.** This course covers the basic knowledge of the sport of touch football. Students will have the opportunity to play the sport. Fee required. (½)

**PE 113 TENNIS.** This course offers a fundamental knowledge of basic skills needed to enjoy and participate in tennis as an individual and team sport. Fee required. (1/2)

**PE 114 RECREATIONAL ACTIVITIES.** This course is designed for the student who needs the required adaptive PE program. It involves such activities as quiet games, horseshoes, bowling, paddle tennis, badminton, and golf. Fee required. (½)

**PE 115 SQUARE, SOCIAL, FOLK, AND AEROBIC DANCE.** This course offers a knowledge of rhythms basic to the development of performance, ability, and skill in the execution of natural activities. Fee required. (½)

**PE 116 AEROBICS.** This course is designed for students interested in the development of cardiovascular endurance and muscle tone. Fee required. (½)

**PE 118 BEGINNING SWIMMING.** This course is designed to develop skills in the execution of the accepted styles of swimming, with special attention given to individual needs. Permission from Department Head is required. Fee required. (1)

**PE 119 INTERMEDIATE SWIMMING.** Continuation of techniques of Elementary Swimming with emphasis on the development of skills in the basic and standard swimming strokes. Prerequisites: PE 118. Fee required. (1)

**PE 121-122 SAT: INDIVIDUAL/DUAL/TEAM SPORTS.** The development of skills and techniques in individual/dual activities and life-time fitness is stressed. Emphasis is also placed on individual activities. (2)



**PE 123 PERSONAL HEALTH.** This course provides the student with a thorough foundation in health facts, both personal and community, upon which he/she can build sound principles of instruction. A special session on AIDS and HIV will be covered in this course. (2)

**PE 221 FIRST AID, SAFETY, AND PREVENTION AND TREATMENT OF ATHLETIC INJURIES.** This lecture laboratory course is designed to equip the student with knowledge and skills necessary to provide immediate care to the injured or suddenly ill person. The student may earn a certification in Standard First Aid and CPR. Fee required. (2)

**PE 224 ATHLETIC TRAINING.** This course is designed to introduce the field of athletic training and its practical and theoretical applications. It includes a lab and will introduce students to NATA requirements and other organizations with which the athletic trainer must be familiar. Fee required. (3)

**PE 225 ATHLETIC TRAINING I.** This course is designed to introduce the field of athletic training and its administrative problems, types of scientific knowledge necessary for instituting a program of injury prevention, and various treatment techniques with which the trainer must be familiar. Prerequisites: PE 221. Fee required. (2)

**PE 226 ATHLETIC TRAINING II.** This course is designed for injury prevention and basic foundations of sports training. Prerequisites: PE 225. Fee required. (2)

**PE 231 INTRODUCTION TO PHYSICAL EDUCATION.** Orientation to the Physical Education profession in regard to history, objectives, relationships, professional organization and the importance of the field in American life. (3)

**PE 232 GYMNASTICS, TUMBLING, AND APPARATUS.** A methods course on how to teach the basic skills, techniques and fundamentals of gymnastics, tumbling, and apparatus activities that are found in the elementary and secondary schools. (3)

**PE 234 PRINCIPLES OF HEALTH AND PHYSICAL EDUCATION.** This course covers the history and foundations of the science of Health and Physical Education from the professional viewpoint. It stresses aspects of anatomy, physiology, sociology, and psychology. (3)

**PE 241 HUMAN ANATOMY AND PHYSIOLOGY.** A lecture course designed to teach fundamentals of anatomy and physiology as they apply to the human body, with reference to Health and Physical Education. (3)

**PE 241L HUMAN ANATOMY AND PHYSIOLOGY LAB.** A laboratory course designed to re-enforce theoretical concepts of Human Anatomy and Physiology. Fee required. (1)



**PE 243 PHYSIOLOGY OF EXERCISE.** This course is designed to examine the influence of physiological variations upon exercise. It involves research techniques and analysis of related literature in the area. Prerequisites: PE 333. Fee required. (4)

**PE 250 INTRODUCTION TO PUBLIC HEALTH.** This is an introductory course to the field of Public Health. The course emphasizes the duties and responsibilities of professionals, foundations, terminology and diverse work environments. (3)

**PE 313 EDUCATION FOR LEISURE AND CAMPING.** This course deals with preparing students to conduct lifetime outdoor sports and camp activities. (2)

**PE 321 INTRODUCTION TO RECREATION AND OUTDOOR EDUCATION.** This course introduces the student to the basic factors involved in recreation and leisure time activities. Attention is focused upon the role played by the recreation leader in promoting leisure time. Students will be introduced to arts and crafts that are used in Physical Education and recreation programs. Fee required. (2)

**PE 322 PRINCIPLES AND PRACTICES OF OUTDOOR RECREATION.** A course designed to meet the needs of students who work in the area of outdoor activities of a recreational nature. (2)

**PE 323 COMMUNITY RECREATION.** This course is designed to meet the needs of those students who will work outside the school and devote their energies to recreational work in the community. It stresses the knowledge of the development, structure, purpose, functions and interrelations of private, public, voluntary, military, and commercial agencies, which render recreation services. Fee required. (2)

**PE 326 SPORTS INFORMATION.** This course is designed to acquaint human performance majors with the field of Sports Information. Marketing, sports writing, statistical management, score reporting, play-by-play, press releases, and sports promoting are included as areas of introduction. Guest speakers, field activities (scorekeeping, interviews, and sports writing) are among the learning experiences that are engaged through this course. (3)

**PE 327 SPORTS MANAGEMENT.** This course is designed to acquaint human performance majors with the field of Sports Management. Educational experiences are designed to meet the needs of students who will plan, direct, supervise, and manage sports facilities in the corporate, public, and private sectors. (3)

**PE 329 SPECIAL TOPICS IN HIV/AIDS.** This course will provide an informative environment where students will be able to examine special topics in HIV and AIDS. A learning environment will be provided that will encourage research, data analysis, information sharing, and understandings of the prevention of HIV/AIDS, strategies for teaching prevention to various populations, treatment and care options, availability, access, and cultural relevance. (3)

**PE 330 SCHOOL HEALTH EDUCATION.** Study of the modern school Health Education Programs, their organizational methods and materials of instruction. Special attention is given to the health status of the school child and his or her problems. A special session on AIDS and HIV will be covered in this course. (2)

**PE 331-332 ATHLETIC COACHING AND OFFICIATING.** This course is offered for majors desiring to qualify for coaching and officiating in the major and minor varsity sports. Considerable emphasis is placed on the Intramural Sports Program for men and women. Prerequisites: PE 121 and 122. (2)

**PE 333 KINESIOLOGY.** This course includes a study of muscular action and the mechanics of body movements involved in a variety of actions and of selected physical activities with analysis of the effect of muscular and gravitational forces. Prerequisites: PE 241. Fee required. (3)

**PE 334 SOCIAL AND COMMUNITY HEALTH.** This course is designed to study the social aspects of the problems of the health and physical well-being of the individual and community. Much interest and attention are given to community health problems and some effective ways and means of implementing health services, health counseling, screening and care of emergency illnesses within the school, the community and the home. (2)

**PE 335 CORRECTIVE AND ADAPTIVE PHYSICAL EDUCATION.** This course deals with the causes of various common physical handicaps, and the fundamental principles in the selection and adaptation of activities given in corrective procedures. Prerequisites: PE 241, 242 & 333. (3)

**PE 336 ORGANIZATION, ADMINISTRATION, AND SUPERVISION OF HEALTH, PHYSICAL EDUCATION, AND RECREATION.** This course is designed to meet the needs of students who will plan, direct, supervise, and construct Health and Physical Education and Recreation Programs. (3)

**PE 340 HEALTH FOR TEACHERS AND HEALTH WORKERS.** This course is an overview of the complexities and health issues facing individuals and organizations in the work place. Emphasis is also given to the health issues relating to poor or low wealth areas and its impact on the work and school environment. (2)

**PE 421 PRACTICES AND PROCEDURES IN HEALTH.** This course deals with the current practices in Health Education for elementary (K-6) students and gives a survey of the materials available for teaching health to children at the elementary level. The North Carolina Standard Course of Study is used to guide this course. Prerequisites: PE 334. (2)

**PE 422 PRACTICES AND PROCEDURES IN PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS.** For those concerned with Physical Education at the elementary (K-6) grade levels. Physical Fitness, games, motor skills, and movement

patterns. The North Carolina Standard Course of Study is used to guide this course. Prerequisites: PE 121 and 122. (2)

**PE 430 INSTRUCTION IN HEALTH.** The work of this course is designed to meet the needs of teachers in secondary schools. Stress is placed on the hygiene of the child's mental growth. Elective. Various health and wellness topics (i.e. HIV/Aids, Diabetes, nutrition and diet, etc.) will be covered in an effort to equip students with the knowledge and skill to serve as community health and wellness advocates upon completion. Prerequisites: PE 334. (2)

**PE 432 TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION.** This course is designed to acquaint students with tests and measurements in the field of Physical Education, statistical analysis, test construction and scoring. Open to juniors and seniors. Prerequisites: PE 121 and 122. (2)

**PE 433 DANCE.** This course offers a knowledge of rhythms basic to the development of performance, ability and skill in the execution of natural activities. The course deals with the fundamental skills suitable for prospective teachers as well as skill development for those who like to dance. Dance of many countries as related to the customs, mores and traditions will be identified. Fee required. (2)

**PE 452 SUMMER SCHOOL RECREATION AND PARK INTERNSHIP.** Students will spend six (6) weeks in a designated agency under supervision while acquiring on-hands experience in the recreation setting. Fee required. (6)

**PHIL 231 INTRODUCTION TO PHILOSOPHY.** An examination of basic concepts and principles of philosophy with emphasis on developing the students' ability to analyze philosophical theory and consider the possibilities of personal application. The course will focus on representative thinkers from classical to modern philosophers. (3)

**PHIL 432 ETHICS.** A study of the various theories concerning the nature of morality. Contemporary ethical issues will be investigated in depth. The students will be challenged to consider the application of ethical concepts to their individual and professional lives. Prerequisites: ENGL 132. (3)

**PHYS 241 GENERAL COLLEGE PHYSICS I.** This is the first course of a two semester introductory non- calculus physics sequence. Topics include mechanics, heat and wave motion. Prerequisites: Math 133. (3)

**PHYS 241L GENERAL COLLEGE PHYSICS I LABORATORY.** This laboratory will cover experiments from mechanics, heat and wave motion. Prerequisites: MATH 133. Fee required. (1)



**PHYS 242 GENERAL COLLEGE PHYSICS II.** This is the second semester course in non-calculus physics. Topics include sound, electricity and light. Prerequisites: PHYS 241. (3)

**PHYS 242L GENERAL COLLEGE PHYSICS II LABORATORY.** This laboratory will cover experiments from sound, electricity and light. Prerequisites: PHYS 241L. Fee required. (3)

**PHYS 243 GENERAL PHYSICS I.** First calculus based course of a three semester sequence employing the analytical approach in the study of classical and modern physics. Mechanics, heat and sound are covered. Prerequisites: MATH 231. (3)

**PHYS 243L GENERAL PHYSICS I LABORATORY.** This laboratory will cover experiments from mechanics, heat and sound. Prerequisites: MATH 231. Fee required. (1)

**PHYS 244 GENERAL PHYSICS II.** Second course of a three semester calculus-based sequence. Topics on Light, electricity, magnetism and some aspects of modern physics are covered. Prerequisites: PHYS 243. (3)

**PHYS 244L GENERAL PHYSICS II LABORATORY.** This laboratory will include experiments from light, electricity and magnetism. Prerequisites: PHYS 243L. Fee required. (1)

**PHYS 245 GENERAL PHYSICS III.** Calculus-based sequence involving the study of the principles of wave optics and modern physics are treated in detail. Prerequisites: PHYS 244. (3)

**PHYS 301 QUANTUM MECHANICS.** An introductory course in quantum mechanics dealing with dualism in physics, wave packets, the Schrodinger wave equations, operations in quantum mechanics, uncertainty principle, emphasis on selected applications to atoms and molecules. Prerequisites: PHYS 245. (3)

**PHYS 333 MECHANICS.** An intermediate level treatment of the dynamics of particles, rigid bodies and fluids; introductory vector analysis. Prerequisites: PHYS 243 and MATH 290, 331 and 338. (3)

**PLPS 131 AMERICAN NATIONAL GOVERNMENT FROM A GLOBAL PERSPECTIVE.** Introduction to American federal government from both domestic and international perspectives. Special emphasis on the implications and responsibilities of political and economic leadership. (3)

**PLPS 133 POLITICAL IDEOLOGIES.** Introduction to basic contemporary political ideologies, including theoretical foundations of democracy, socialism, communism, and nationalism. (3)



**PLPS 231 INTRODUCTION TO POLITICAL SCIENCE.** Introduction to basic theories, methods, and concepts of political science, with emphasis on the role of ideology and interests in the political process. (3)

**PLPS 232 BLACK POLITICAL MOVEMENTS.** Examination of attempts by African Americans to secure civil rights protections within American society from 1865 to the present. Case study approach taken to analyze political and social movements. Prerequisites: PLPS 131 and 133. (3)

**PLPS 233 AMERICAN STATE AND LOCAL GOVERNMENT.** Study of major characteristics of public policy making process at three levels of the American political system - federal, state and local. Prerequisites: PLPS 131 and 133. (3)

**PLPS 234 POLITICAL PARTIES.** Study of origins, structures, functions and practices of political parties. Emphasis on dynamics of American two-party system and developing world single party systems. Prerequisites: PLPS 131 and 231. (3)

**PLPS 235 AMERICAN EXECUTIVE PROCESS.** Assessment of the role of the presidential, state gubernatorial and municipal executive offices in the American system of government. Analysis of leadership, constitutional status and powers, and legislative responsibility of chief executives. Prerequisites: PLPS 131, 133 and 231. (3)

**PLPS 307/308 POLITICAL SCIENCE /PRE-LAW INTERNSHIP.** The Political Science Internship is a one semester long (3 hours) or two semester long (6 hours) work field experience pertaining to the discipline. The student must work 10 hour per week on the job site. An individualized plan will be developed as a team by the student faculty, advisor, and the supervisor of the participating organizations. These experiences will be based on needs and professional goals of the student. The faculty advisor will meet the interns in a classroom setting once weekly and meet with intern and supervisor twice: 1) for the initial consultation regarding the expectations of the organization and 2) evaluation process. The criteria for evaluation will be determined by the supervisor/faculty advisor. Prerequisites: PLPS 231, 233 and Junior or Senior status. Fee required. (3)

**PLPS 331 AMERICAN LEGISLATIVE PROCESS.** Study of the nature of legislative process in the United States, including organization and procedures, direct legislation, and the relationship of law making bodies to other branches of government. Prerequisites: PLPS 233 and 235. (3)

**PLPS 332 COMPARATIVE POLITICS.** Introduction to comparative methodology via comparison of political systems in western and non-western states. Prerequisites: PLPS 233 and 235. (3)

**PLPS 333 AMERICAN JUDICIAL PROCESS.** Analysis of the structure and functions of judicial systems, including organization, administration and politics of judicial bureaucracies. Prerequisites: PLPS 233 and 235. (3)

**PLPS 334 AMERICAN POLITICAL THOUGHT.** Study of American political ideas from colonial times to the present. Special attention to African-American political thought. Prerequisites: PLPS 232, 233 and 235. (3)

**PLPS 335 CONSTITUTIONAL LAW.** Study of major Supreme Court decisions in relation to the growth and development of the United States Constitution. Prerequisites: PLPS 333. (3)

**PLPS 336 GOVERNMENT OF DEVELOPING STATES.** Survey of political, economic and social development within the developing world. Includes assessment of ideologies, revolutions, sources of instability, and party and interest group development. Prerequisites: PLPS 232, 233 and 235. (3)

**PLPS 337 INTERNATIONAL RELATIONS.** An introduction to and analysis of the factors affecting relationships among nations. Emphasis is placed on the functions of economic and military power, diplomacy, and international law and organization. Prerequisites: PLPS 332. (3)

**PLPS 440 PUBLIC POLICY.** This course is primarily concerned with what policies governments pursue, why governments pursue the policies and what the consequences of these policies are. It also attempts to describe and explain public policy decision making processes by the use of various analytic models. Prerequisites: PLPS 231 and 233. (3)

**PLPS 442 PUBLIC ADMINISTRATION.** Analysis of managerial, legal and political theories and processes of public agencies in a democracy for the provision of service functions for the society as a whole or for some segments of it. Prerequisites: PLPS 232, 332 and SOC 364. (3)

**PLPS 443 AFRICAN POLITICS.** Study of political practices and perspectives in Africa. Emphasis on emerging independent nations of sub-Saharan Africa, including political change, nationalism, cultural duality, nation-building and Pan-Africanism. Prerequisites: PLPS 232 and 337. (3)

**PLPS 444 SENIOR SEMINAR.** This capstone course provides an overview of the discipline of political science and its sub fields. Students complete research projects and attend seminars on specialty topics. Prerequisites: PLPS 332, SOC 364, and Senior Status. (3)

**PSYCH 200 TEST-TAKING STRATEGIES.** This course is designed to teach oral presentation, basic test taking strategies and writing techniques relevant to any college major. This course will devote significant time to study techniques, note taking, exam preparation, reading skills, vocabulary enhancement and time management. The student will take a series of practice-standardized tests as a part of the class. (3)

**PSYCH 232 GENERAL PSYCHOLOGY.** This course is designed to introduce the student to the field of psychology. The course will explore the long history and short past of psychology and the many sub-disciplines relevant to the science. A significant amount of coverage will be given to the important contributions of African Americans to the science of psychology. (3)

**PSYCH 301 ADULT DEVELOPMENT AND LIFE ASSESSMENT.** This course introduces the adult learner to adult development theory and links these concepts to life through a process of individual reflection. Both classical and contemporary adult development theory is examined. These theories then provide the paradigm for self analysis and life assessments, the basis for understanding individuals within organizations. [Gateway Adult Learning Program] (3)

**PSYCH 324 INTRODUCTION TO STATISTICS USING SPSS.** This course is designed to teach the students basic concepts in statistics and research methods. The course will focus on the Scientific Approach and teach the student how to test for relationships, mean differences and predictive relationships. The course will cover descriptive statistics as well as inferential designs. The Statistical Package for the Social Sciences (SPSS) will be used in this course. Prerequisites: PSYCH 200, 232 and MATH 131. (3)

**PSYCH 325 RESEARCH METHODS.** This course focuses on the application of the scientific method in the field of psychology. In order to find cogent explanations for pertinent issues, students are taught to use computer technology as a part of their semester-long research project. The Statistical Package for the Social Sciences (SPSS) will be used throughout the course. Each student is expected to develop, carry out and defend a major research project. Prerequisites: PSYCH 324. (3)

**PSYCH 330 DEVELOPMENTAL PSYCHOLOGY I.** This course is designed to foster a better understanding of how the human organism develops from conception to adulthood. The focus of the class is on life course development. The term refers to the concrete character of a life as it unfolds from beginning to end. The student is introduced to major developmental themes in the discipline of Psychology and then themes are integrated into major theories. A special emphasis is placed on developmental issues germane to African American children. Prerequisites: PSYCH 200 and 232. (3)

**PSYCH 331 DEVELOPMENTAL PSYCHOLOGY II.** This course will elaborate on issues related to Life Course Development. A significant part of the class will be devoted to an intense study of the major theories in developmental psychology. Since research in this area has often ignored the importance of life course events related to aging and ethnicity, this course will focus on issues important to middle-aged and elderly African Americans. Prerequisites: PSYCH 330. (3)

**PSYCH 332 PSYCHOLOGY OF ADOLESCENCE.** This course is a study of the attitudes associated with the adolescent period. Special emphasis is given to the



problems arising in the junior and senior year of high school. Prerequisites: PSYCH 330. (3)

**PSYCH 333 PERSONALITY ASSESSMENT.** This course involves the study of how specific personality traits contribute to various life outcomes. It will focus on the assessment and description of personality from both an individual and situational perspective. Can psychologists predict the behavior of some people all of the time? What traits is most enduring? What is Personality? The course will look at all these issues. Prerequisites: PSYCH 324. (3)

**PSYCH 335 ABNORMAL PSYCHOLOGY.** This course involves the study of maladaptive behavior. Such behaviors range from the simple habit disorders (thumb sucks, nail biting), to the addictions (alcohol, gambling and so on) to the most severe mental disturbances the psychoses. The course investigates the causes and dynamics of mental and behavioral disorders. Various theories have opinions on the etiology, development and treatment of maladaptive behavior. This course will explore psychoanalytic, Neo-Freudian, Gestalt, behavioral, cognitive behavioral, and humanistic approaches. Prerequisites: PSYCH 330. (3)

**PSYCH 336 SENSATION AND PERCEPTION.** While there was a great deal of scientific work in the 18th and 19th centuries that could easily be called psychological, the official founding of psychology is credited to the German physiologist and psychologist Wilhelm Wundt. This course will trace the study of sensation and perception from Pre-Structuralism to contemporary virtual reality computer models. The class will introduce the student to the study of mind and the body interaction and show how this combination influences human behavior. Prerequisites: PSYCH 330 and BIOL 131. (3)

**PSYCH 339 THEORIES OF HUMAN LEARNING.** This course will look at the development of learning theories in psychology starting with early philosophers to the development of Learning Theory and Social Learning Theory. Other areas to be covered include maladaptive learning, such as learned helplessness, and learning in traditional settings such as in the classroom and on the job. Prerequisites: PSYCH 330. (3)

**PSYCH 400 HISTORY AND SYSTEMS IN PSYCHOLOGY.** Since ancient times philosophers have speculated about the origins of human thought and behavior. On the one side were those philosophers who argued that human thought and action are innate others argued that there is no thought or action that does not have its origin in experience. This course will look at the historical development and modern resolutions of this nature versus nurture controversy and many other debates that have formed the science of psychology. In addition to the usual look at Structuralism, Functionalism, Gestalt, Behaviorism and other major schools and systems, this course will also look at the contribution of Imhotep and other great Africans to the history of psychology. Prerequisites: PSYCH 325, 330 and 339. (3)



**PSYCH 431 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY.** Industrial psychology concerns the physical and psychological conditions of the workplace and how these factors contribute to an efficient work environment. Industrial psychologists are also concerned about the design of manufactured products. This course will focus on how psychologists apply knowledge of human capabilities and limitations to the design of the modern workplace. Prerequisites: PSYCH 325, 330, and 339. (3)

**PSYCH 433 PSYCHOLOGICAL TESTING.** Testing is perhaps the most widely used method within psychology. Individual and group tests are used to assess intelligence, aptitude, achievement, interests, and personality. Once the items of a test have been scaled, the test can be used to assess individual or group performance. The course will focus on the construction and uses of testing instruments in psychology. The student will develop, administer, and report on his or her own unique test instrument. Prerequisites: PSYCH 324, 330 and 339. (3)

**PSYCH 460 PSYCHOLOGY OF EXCEPTIONAL CHILDREN AND THEIR FAMILIES.** This course examines the etiologies, clinical and cultural factors surrounding the identification, service and counseling of children with exceptional needs (including the gifted) and their families. Emphasis is placed on the diagnostic interpretation of test data, report writing, prescriptive interventions, interagency collaboration and family counseling. Prerequisites: EDUCA 235, 330 and 437 or PSYCH 330, 335 and 433. (3)

**PSYCH 462 HUMAN DEVELOPMENT.** A study of the quantitative and qualitative changes that occur throughout life. Emphasis is placed on describing specific developmental behaviors and on current trends in aging research. Additional focus will be placed on the aging process in African Americans. Prerequisites: PSYCH 324, 330 and 331. (3)

**PSYCH 470 SENIOR PSYCHOLOGICAL SEMINAR.** This seminar will involve group research and presentation under the direction of the professor. It is expected that all students will have established senior level status and be in the last semester of his or her undergraduate program. All students will be expected to demonstrate a comprehensive knowledge of psychological theories and systems and express this knowledge in a dynamic seminar setting. Seminar participants will enjoy the privilege of pursuing independent study, to an extent, with support from previous years of training and guidance from the professor. This class is recommended for Psychology majors who are actively seeking graduate school admission. Prerequisites: PSYCH 325, 333, 400 and Senior status. (3)

**PSYCH 475 COGNITIVE PSYCHOLOGY.** Cognitive psychology applies to the study of thinking, concept formation, and problem solving. Work in this field has been much influenced and aided by the use of computers. This course will not only look at historical developments in the field of cognitive psychology but it will also focus on current trends and future objectives. While the course will look at traditional topics such as attention, memory and information processing, it will also look at parallels in

computer and artificial intelligence. Prerequisites: PSYCH 324, 330, 333, 336, 339 and Senior status. (3)

**PSYCH 480 SPECIAL TOPICS IN PSYCHOLOGY.** This course will involve individual research under the direction of the professor. It is expected that the students will have established senior level status and be in the last year of their undergraduate program. The primary focus of this class is to prepare the student during the fall semester to present his/her research at a local, state, regional or national psychological conference. The student will also prepare a mock manuscript for submission to a psychological journal. Prerequisites: PSYCH 325, 333, Senior status and permission of the instructor. (3)

**REL 232 SURVEY OF COMPARATIVE RELIGIONS.** A comparative study of religions of the world, focusing on their basic concepts, rites, and geographical distribution. (3)

**REL 233 OLD TESTAMENT SURVEY.** An introduction to the history, culture, and thought of the ancient Near East as a context for understanding the Old Testament with emphasis on the history of Israel. This study will give the students an overview and working knowledge of the thirty-nine books included in the Old Testament canon. (3)

**REL 234 NEW TESTAMENT SURVEY.** A survey of history, life, and thought in the Greco-Roman world as a context for understanding the New Testament. This course will give the students an overview of the twenty seven books of the New Testament canon, and provide an understanding of the background of the various authors and their areas of focus in their writings. (3)

**REL 331 SURVEY OF CHURCH HISTORY.** A study of the development of Christianity from the Apostolic days to the Reformation, covering 33 AD, 1600 AD in the first half of the semester and an overview of Christianity from the Reformation to the 20<sup>th</sup> Century in the second part of the semester. (3)

**REL 431 ORIGIN OF BELIEFS.** A historical and systematic investigation into the roots of the Judeo/Christian belief system. Special attention will be given to an Afrocentric perspective of Biblical development. (3)

**REL 440 CONTEMPORARY THEOLOGICAL PERSPECTIVES.** A creative study that will deal with the orthodox beliefs of the Christian faith as well as investigate contemporary theological issues of the last century. Guest lecturers representing a variety of church traditions will also be a part of the learning process. (3)

**REL 441 AFROCENTRIC THEOLOGY.** A study in Christian Theology from an African and African-American perspective. A focus on the rich contributions of people of African heritage to the development of the Bible and throughout Church History will be highlighted. (3)

**REL 442 THE ROLE OF WOMEN IN SCRIPTURE AND CHURCH HISTORY.**

A systematic study of the contribution and influence that women have made in the development of the Judeo/Christian literature found in Scripture, as well as throughout Church History. (3)

**SOC 132 INTRODUCTION TO SOCIOLOGY.** Introduction to the sociological perspectives and sociological imagination. Emphasis given to defining key terms in the discipline and explaining basic principles and concepts used in the study of social interaction and group life. (3)

**SOC 231 MODERN SOCIAL PROBLEMS.** Focuses on significant social problems in American society. The student will review the nature of each problem and analyze the causes, assess various solutions and discuss prospects for the future. Prerequisites: SOC 132. (3)

**SOC 232 CONTEMPORARY FAMILY LIFE.** Studies adjustments in interpersonal life as a continuing process throughout the life cycle. Helps students develop flexibility in their attitudes which will enable them to make the choices that are most suitable for their own needs. Includes analyses of prevailing theories and current research. Prerequisites: SOC 132. (3)

**SOC 233 CULTURAL ANTHROPOLOGY.** Deals with the study of group behavior in different cultural settings. Provides background of cultural anthropology as an academic discipline, and puts forth the principles of ethnography and assesses social institutions in different settings. Prerequisites: SOC 132. (3)

**SOC 234 SOCIAL PSYCHOLOGY.** Examines the facts and principles of social psychology; utilizes a scientific approach to analyze social behavior of small groups; and presents basic methods and applications used by social psychologists. Prerequisites: PSYCH 232 and SOC 132. (3)

**SOC 235 URBAN SOCIOLOGY.** Examines and analyzes the urban community, with reference to the social processes of urbanization, industrialization, and bureaucratization as they relate to changing social organizations, populations, social problems and planning. Special attention is given to the growth and development of urban ghettos. Prerequisites: SOC 132. (3)

**SOC 322 CRIMINOLOGY.** Examines social backgrounds of criminals and delinquents, the development of criminal behavior and problems of crime prevention and control. Prerequisites: SOC 231. (3)

**SOC 327 RACE RELATIONS.** Analyzes the nature of and reactions to racism. Prerequisites: SOC 231 and 234. (3)

**SOC 331 INTRODUCTION TO SOCIAL WELFARE.** Assesses the history of social welfare in the United States. Emphasizes the evolution of popular values,



including political and economic outlooks, which explain the shifts in welfare service delivery. Prerequisites: SOC 231 and 234. (3)

**SOC 335 SOCIAL THEORY.** Studies social theories from Auguste Comte to modern times-- includes the evolution of theories of the individual, group, and society; and explains the development of modern sociology and interpretive systems accompanying the changes. Prerequisites: SOC 234 and 235. (3)

**SOC 364 SOCIAL SCIENCE RESEARCH.** Analyzes the principal methods and methodologies of social science research; brings together resources from library and laboratory; and focuses on the design of inquiry. Prerequisites: SOC 335. (3)

**SOC 436 FIELD EXPERIENCE.** Places students in approved agencies for first-hand knowledge of sociological work. Prerequisites: SOC 234, 322 and Senior status. Fee required (3)

**SOC 442 JUVENILE DELINQUENCY.** Studies the sociological and psychological factors which help produce delinquent behavior. Special emphasis given to the increasing manifestations of sociopath behavior in the larger society and their role in the growing incidence of violent behavior among adolescents. Prerequisites: SOC 234 and 322. (3)

**SOC 443 COMMUNITY ORGANIZATION.** Studies community organization as a process of bringing desirable changes to community life. Assesses community needs and resources available to meet them. Prerequisites: SOC 234, 235 and 322. (3)

**SOC 451 SOCIAL STATISTICS.** Provides an understanding of and appreciation for quantitative research methods in the social sciences. Is especially useful to prospective graduate students. Prerequisites: SOC 364. (3)

**SPAN 131 ELEMENTARY SPANISH I.** Strictly conversational course for beginners. Emphasis on sentences and vocabulary related to every day situations. Grammar is minimized. Fee required (3)

**SPAN 132 ELEMENTARY SPANISH II.** Introduction to the spoken and written language. Knowledge of basic speech patterns supplemented by acquaintance with a broad illustration of Spanish culture and civilization. Laboratory exercises include recordings of readings by students. Prerequisites: SPAN 131. Fee required. (3)

**SPAN 231 INTERMEDIATE SPANISH I.** Continuation of the study of language through reading and conversation. Laboratory exercises continue, with recordings of students' work. Prerequisites: SPAN 132. Fee required (3)

**SPAN 232 INTERMEDIATE SPANISH II.** Continuation of the study of language through reading and conversation. Laboratory exercises continue, with recordings of students' work. Prerequisites: SPAN 231. Fee required (3)



**SPAN 233, 234 BUSINESS COMMUNICATION I & II.** Readings and discussions of contemporary business practices, with application of acquiring principles. Prerequisites: SPAN 232. (3)

**SPAN 235, 236 SPANISH CONVERSATION I & II.** Oral and written practice of the language. Prerequisites: SPAN 131. (3)

**SPAN 331, 332 SURVEY OF SPANISH LITERATURE.** Readings and discussion of works from the Medieval and Renaissance Literature and the Golden Age and Modern Peninsular Literature. English translations will be used for non-Spanish majors. (3)

**SPAN 333 LITERATURE OF 12<sup>TH</sup> - 14<sup>TH</sup> CENTURIES.** A study of readings and discussions of works from the 12<sup>th</sup> -14<sup>th</sup> centuries. (3)

**SPAN 334, 335 LITERATURE OF THE 15<sup>TH</sup>, 16<sup>TH</sup>, 17<sup>TH</sup> AND 18<sup>TH</sup> CENTURIES.** A study of the Spanish literature in the 15<sup>th</sup>, 16<sup>th</sup>, 17<sup>th</sup> and 18<sup>th</sup> centuries, including poetry, drama, and prose. (3)

**SPAN 336 SPANISH-AMERICAN LITERATURE.** A study of major authors from the areas of poetry, drama, and prose of the 19<sup>th</sup> century. (3)

**SPAN 338, 339 SPANISH-AMERICAN LITERATURE.** An intense study of Spanish-American Literature from Discovery to Independence and from Independence to the Mexican Revolution. (3)

**SPAN 401 SPANISH-AMERICAN LITERATURE, THE CONTEMPORARY PERIOD.** Selected readings from areas of poetry, drama and prose in the contemporary period of Spanish-American Literature. (3)

**SPAN 431, 432 SENIOR SEMINAR.** Advanced readings and written reports. An In-depth study of a specific literary genre, author, or period. (3)

**TDF 101 INTRODUCTION TO THEATRE AND FILM.** Hands-on course that will immerse you into the production of theatre and film. Write, direct, act and become a part of a production crew as students participate in producing short theatrical scenes and film scenes. (3)

**TDF 102 HISTORY OF THE THEATRE AND FILM.** A historical survey of theatre and film. The film portion will compare and contrast different genres and will focus on works on world-renowned directors. Theatre will follow the work of nationally known playwrights from the 1940's through the present. (3)

**TDF 117/118 THEATER WORKSHOP I.** Workshop culminating in an actual performance production. Fee required (1)

**TDF 201 INTRODUCTION TO ACTING.** A study of stage performance through the use of exercises, improvisational techniques and scenes. Prerequisites: TDF 101, 102 and/or permission of the Instructor. (3)

**TDF 202 VOICE AND ARTICULATION.** Course designed to develop actor's voice and personal speech effectiveness. Prerequisites: TDF 101, 102 and/or permission of the Instructor. (3)

**TDF 204 MAKING DOCUMENTARIES.** Study pre-production including research, budget, grant writing and script; study production including interview techniques and working with a crew; study post-production including voice-over narration, editing and musical score. Prerequisites: TDF 101, 102 and/or permission of the Instructor. (3)

**TDF 205 THE ART OF MAKE-UP.** A study of the basic materials used for make-up. Prerequisites: TDF 101, 102 and/or permission of the Instructor. (3)

**TDF 208 COSTUMES FOR THE STAGE.** The study of costuming from a historical and contemporary perspective; the skills necessary for designing and building costumes. Prerequisites: TDF 101, 102 and/or permission of the instructor. Fee required (3)

**TDF 209 INTRODUCTION TO DIRECTING.** The study of techniques and methods used for directing a play and coordinating an entire production. Prerequisites: TDF 201 and/or permission of the instructor. (3)

**TDF 217-218 THEATER WORKSHOP II.** Workshop culminating in an actual performance production. Prerequisites: TDF 101, 102 and 117. Fee required (1)

**TDF 247 DRAMATIC ARTS WORKSHOP I.** Students will have the opportunity to study with invited professionals for a series of seminars/workshops. Some of the topics that may be covered are sound, cinematography, lighting, 16mm, script supervisor, production manager, agents, set design, casting, make-up, storyboarding, business of the industry and voice-overs. Prerequisites: TDF 101, 102 and/or permission of the instructor. Fee required (1)

**TDF 248 DRAMATIC ARTS WORKSHOP II.** Students will have the opportunity to study with invited professionals for a series of seminars/workshops. Some of the topics that may be covered are sound, cinematography, lighting, 16mm, script supervisor, production manager, agents, set design, casting, make-up, storyboarding, business of the industry and voice-overs. Prerequisites: TDF 247. Fee required (1)

**TDF 256 MOVEMENT FOR THE ACTOR.** Introduction to stage movement and dance technique which does not employ a standardized vocabulary of steps. Prerequisites: TDF 101, 102 and/or permission of the instructor. (3)

**TDF 257 INTRODUCTION TO MODERN AND JAZZ DANCE.** An introduction to the development of dance movements as an art and the roles of the choreographer and

the dancer. The course will include the most recent dance form influenced by South American and African cultures. Prerequisites: TDF 101, 102 and/or permission of the instructor. Fee required (3)

**TDF 300 ACTING FOR THE CAMERA.** Students will develop their acting talent and craft as they learn the techniques for acting in front of a camera. Advanced character development will also be explored. Prerequisites: TDF 201 and/or permission of the Director of Film. (3)

**TDF 306 LITERATURE OF THEATRE & FILM.** Students will write papers as they learn to critique and analyze assigned films and plays. Prerequisites: TDF 101, 102 and/or permission of the instructor. (3)

**TDF 307 STAGE LIGHTING AND SOUND EFFECTS.** Theory and practice of lighting for the stage. The theory and practice of creating, improvising and using sound effects. Prerequisites: TDF 101, 102 and/or permission of the instructor. Fee required (3)

**TDF 308 STAGECRAFT AND MANAGEMENT.** The duties and operating procedures of a stage manager; includes practicum's. Prerequisites: TDF 101, 102 and/or permission of the instructor. Fee required (3)

**TDF 309 MOTION PICTURE DIRECTING.** This course will walk you through the steps of film directing, including how to analyze a screenplay, storyboarding, visual language of filmmaking, composition of shots and their relationships, in-depth discussions on camera angles and types of shots. Prerequisites: TDF 209 and/or permission of the Instructor. (3)

**TDF 311 ONE ACT PLAYWRITING.** Art of dramatic composition through the creative of three one-act plays. Prerequisites: TDF 201, 209 and/or permission of the Instructor. (3)

**TDF 317 THEATER WORKSHOP III.** Workshop culminating in an actual performance production. Prerequisites: TDF 217 (1)

**TDF 318 THEATER WORKSHOP III.** Workshop culminating in an actual performance production. Prerequisites: TDF 218 (1)

**TDF 347 DRAMATIC ARTS WORKSHOP III.** Students will have the opportunity to study with invited professionals for a series of seminars/workshops. Some of the topics that may be covered are sound, cinematography, lighting, 16mm, script supervisor, production manager, agents, set design, casting, make-up, storyboarding, business of the industry and voice-overs. Prerequisites: TDF 248. Fee required (1)

**TDF 348 DRAMATIC ARTS WORKSHOP IV.** Students will have the opportunity to study with invited professionals for a series of seminars/workshops. Some of the topics that may be covered are sound, cinematography, lighting, 16mm, script supervisor,



production manager, agents, set design, casting, make-up, storyboarding, business of the industry and voice-overs. Prerequisites: TDF 347. Fee required (1)

**TDF 401 SCREENWRITING I.** Students will write the first half (60 pages) of an original screenplay as they take a comprehensive course in the study of character and plot development, focusing on the set-up, transitions, dialogue and sequences. The business of selling your screenplay will also be discussed at length.

**TDF 403 VISUAL FILMMAKING I.** Students will participate in the pre-production, production and post-production of a filmmaking project. Emphasis will be on learning the non-linear editing system. Prerequisites: TDF 204. Fee required (3)

**TDF 405 INTRO TO PRODUCTION-CASTING & AUDITIONING FOR FILM.** Actors will learn professional skills for auditioning for film through cold readings, improvisation and interview techniques. Students will also learn from the Director and Casting Director's points of view on how to audition actors for film. Prerequisites: TDF 204 and 403. (3)

**TDF 406 LITERATURE FOR THEATRE AND FILM II.** Representative plays and film issues confronted in producing them for the stage and for camera. Prerequisites: TDF 306. (3)

**TDF 411 VISUAL FILMMAKING II: THE DOCUMENTARY.** Students will continue their hands-on filmmaking at a higher level as they participate in the pre-production and post-production of filming a documentary. Prerequisites: TDF 204 and 403. Fee required (3)

**TDF 414 SCREENWRITING II.** Continuation of Screenwriting I. Students will continue to work on the final pages of their original screenplay (total 120 pages). Prerequisites: TDF 401. (3)

**TDF 417 THEATER WORKSHOP IV.** Workshop culminating in an actual performance production. Prerequisites: TDF 317. Fee required (1)

**TDF 418 THEATER WORKSHOP IV.** Workshop culminating in an actual performance production. Prerequisites: TDF 318. Fee required (1)

**TDF 421 DRAMATIC STRUCTURE I.** This course is a seminar on various aspects of theater and film including dramatic narratives, filmmaking and the core of the theory behind the industry. The basis of this program will be to understand the various key elements from publishing of screenplays, technical study of audition and casting, voiceover etc. Prerequisites: Permission of the Instructor. (3)

**TDF 422 DRAMATIC STRUCTURE II.** Continuation of Dramatic Structure I and further study of combining the academic elements with application of good technique



through observation and participation in semi-professional theater and film productions. Prerequisites: TDF 421. (3)

**TDF 450 PRODUCING YOUR THESIS.** This is the senior thesis project. Students will write and direct their twenty minute short narrative film. Prerequisites: TDF 248, 401 and 411. (3)

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